DOCUMENT RESUME

ED 307 798 FL 017 968

AUTHOR Ramos, Teresita V.
TITLE SEASSI Language Program Final Report, 1988.
PUB DATE 88
NOTE 78p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Audiotape Recordings; Burmese; Cambodian; Cebuano; *Course Evaluation; Higher Education; Hmong; Indonesian; *Inservice Teacher Education; Institutes (Training Programs); Instructional Material Evaluation; Javanese; Language Tests; Lao; *Program Descriptions; Questionnaires; Second Language Instruction; *Student Attitudes; Summer Programs; Tagalog; *Teacher Attitudes; Test Construction; Thai; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS Ilocano; *Southeast Asian Studies Summer Institute; University of Hawaii

ABSTRACT

The Southeast Asian Studies Summer Institute (SEASSI) at the University of Hawaii is described, and recommendations are made for teacher training and test development for future programs. A total of 165 students participated in 3 different levels (beginning, intermediate, and advanced) of 11 different languages, including Burmese, Cebuano, Hmong, Indonesian, Ilokano, Javanese, Khmer, Lao, Tagalog, Thai, and Vietnamese. An intensive 3-day pre-session teacher training program is described, and the teachers' attitudes toward and recommendations for future training sessions are presented. Student evaluations of the courses are presented in the following categories: (1) language; (2) teachers; (3) tapes; (4) textbooks; and (5) supplementary materials. Results indicated that students would prefer more free speaking time in class and that the quality of teaching materials needs to be improved. The status of the SEASSI Proficiency Exam Development Project in Indonesian, Khmer, Tagalog, Thai, and Vietnamese is also discussed. Midterm and final student evaluations, teacher evaluations of the pre-session training program, evaluations of the textbooks used, and lists of faculty are appended. (DJD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307798

1988 SEASSI LANGUAGE PROGRAM
FINAL REPORT

Prepared by
Teresita V. Ramos
SEASSI Language Director
University of Hawai'i

FL017968

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ramos, T

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TABLE OF CONTENTS

Language Classes.....1
Student Background Information.....1

Teacher Training.....1
Pre-session Training.....3
Wednesday In-Service Training Sessions.....5
Summary of Teacher Training Evaluation.....6

Student Evaluation of the Program.....8
Mid-Course Evaluation.....8
Final Course Evaluations.....10
Rankings of Languages.....11
Rankings of Teachers.....12
Rankings of Tapes.....13
Rankings of Textbooks.....14
Rankings of Supplementary Materials.....16
Summary of Final Teaching Evaluations.....17

Report on the SEASSI Proficiency Examination Development Project: Summary.....19

Appendices

A. Pre-session Teacher Session Questionnaire Spread Sheets.....20
B. Teacher Training Evaluation Questionnaire (Final) Spread Sheets.....26
C. List of Handouts/Readings.....35
D. Mid-Course Evaluation -- Questionnaire.....36
E. Mid-Course Evaluation Summary (Indonesian and Javanese Section).....39
F. Final Evaluation Questionnaire Spread Sheets.....49
G. Ranking of Languages by Total and Selected Averages.....59
H. Books Used and Their Evaluation.....61
I. SEASSI Proficiency Test Project: A Progress Report.....63
J. Faculty List.....73

1988 SEASSI LANGUAGE PROGRAM
FINAL REPORT
Teresita V. Ramos
Language Director

LANGUAGE CLASSES

There were a total of 165 students, the highest yet in SEASSI history, that enrolled in 11 Southeast Asian languages at the Unversity of Hawai'i (UH) this summer. These languages were: Burmese, Cebuano, Hmong, Indonesian, Ilokano, Javanese, Khmer, Lao, Tagalog, Thai, and Vietnamese.

This program was run by one language director and four language coordinators (Indonesian, Vietnamese, Burmese, Thai). For the first time, three Philippine languages were offered at SEASSI: Tagalog, Ilokano, and Cebuano. There were four sections of elementary Indonesian and two sections each of elementary Khmer and intermediate Indonesian. The largest number of students took Indonesian (60 total) followed by Vietnamese (29). There were as many as 10 students in one class, although average class size was about 6 students. (See chart on page 2.)

Student Background Information

Students enrolled in the 1988 SEASSI came from 38 universities across the U.S. and 4 foreign universities. There were 112 students from the U.S. and 7 students from Canada, Australia, Germany, and Japan. Almost an equal number of men and women were enrolled (81 men, 84 women). Fifty-five of the students were enrolled in PhD programs, 38 in MA programs, and 26 in BA programs. Student goals related to their Southeast Asian language study and included field work in areas where the language is spoken and research in or out of country, particularly in anthropology and literature. Job-related goals included plans to work in the country where the language is spoken, plans to teach or work with refugees, or other career plans that would include the language or culture. Forty-six were not students during the regular academic year. Of the non-students, 15 were involved in some form of teaching or research work, and 6 were working with refugees.

TEACHER TRAINING

SEASSI '88 had 31 full-time SEA faculty members (and two other USIA teachers, Indonesian and Thai, who were on the staff for only two weeks), teaching 29 sections of 11 languages for 10 weeks, 4 hours daily. Nine of these teachers were funded by Fulbright grants.

CHART I

NUMBER OF STUDENTS ACCORDING TO LANGUAGE AND LEVEL

SEASSI 88

Language	Level 1/Elem	Level 2/ Inter	Level 3/Adv	No. Stu
1. BURMESE	4	2	2	8
2. CEBUANO	1			1
3. HMONG	5			5
4. ILOKANO	3			3
5. INDONESIAN	9 8 8 8	8 9	10	60
6. JAVANESE	3	1		4
7. KHMER	8 8	5		21
8. LAO	1	2		3
9. TAGALOG	6	5	3	14
10. THAI	9	5	3	17
11. VIETNAMESE	9	10	10	29
TOTAL	90	47	28	165

Teacher Background Information

The summer '88 SEASSI faculty included 19 women and 14 men. All but five teachers were native speakers of the languages they taught. The level of education of teachers was quite high: 10 held PhD's, 15 held MA's, and the remainder held BA degrees or the equivalent. Fifteen teachers had linguistics degrees, 6 had degrees in education, 4 had degrees in the language they were teaching, and 9 teachers had degrees in subjects unrelated to language teaching. Nine teachers had prior SEASSI teaching experience. Of the 3 Burmese teachers, 2 had many years of

teaching experience, one in linguistics and the other in Burmese. The eight Javanese and Indonesian teachers had an average of 2 - 5 years teaching experience in either Indonesian or ESL. Of the Ilokano and Tagalog teachers, 4 could boast of over 16 years of language teaching experience. The Thai teachers had an average of 4 years teaching experience in the Thai language. The Hmong, Khmer, and Lao teachers had the most varied experience, including French, linguistics, and ESL, as well as the Southeast Asian languages.

Pre-session Training

The three-day pre-session teacher training was a highly intensive, focused approach to understanding the concept of proficiency and how it applies to language teaching.

The session was two pronged: the morning sessions concentrated on the concept and applications of proficiency-oriented methodology to the classroom, covering strategies for developing the four skills; and the afternoon sessions focused on curriculum development and syllabus design.

Two language experts were invited to conduct the training. Dr. Trisha Dvorak, University of Michigan, and a member of the ACTFL workshop team concentrated on the proficiency-oriented methodology. Dr. Ronald Walton, a staff member of the National Foreign Language Center, concentrated his three-day presentation on curriculum development and syllabus design.

The following schedule engaged teachers in learning about the proficiency-oriented methodology and curriculum development for twenty hours in three days of training.

Pre-session Teacher Training (6 1/2 hours, 1 1/2 hour lunch break)

8:00 a.m. - 4:00 p.m.

AM Sessions

"Teaching for Proficiency" (Dr. Trisha Dvorak, ACTFL)
8:00 a.m. - 12:00 p.m.

Day 1: Introduction to the proficiency curriculum:
Key Concepts
Reading Skills
Listening Skills

Day 2: Grammar
Speaking Skills

Day 3: Writing skills
Proficiency Program Design

PM Sessions

"Curriculum Development and Syllabus Design"(Dr. Ronald Walton, NFLC)

1:30 p.m. - 4:00 p.m.

Day 1: Some Approaches to Curriculum Design
Management and Curriculum
Curriculum Design & Less Commonly Taught Languages
Defining the Interface Between Language & Culture

Day 2: Learning & Acquisition in the Curriculum
Declarative & Procedural Knowledge (Fact and Act)
Unique Contributions in the Learning Environment

Day 3: Skills: Content & Processes
The Role of Learning Materials
Overview of the Elements of the Curriculum
Evaluation

What Hawai'i tried to do in teacher training was to avoid presenting too many different things at one time with too little time to understand each one thoroughly.

The evaluation from the pre-session workshop indicated that the sessions were highly successful. The participants gave an overall average rating of 4.55 on a scale of 1 to 5. The written comments were generally enthusiastic with many of the participants describing the workshop as "excellent." If there was any criticism at all, the few negative comments focused on the lack of time and the over-abundance of information.

As a result of the pre-session evaluation (i.e., "over-abundance of information") and the language director's observation of classes, only the mornings of next summer's pre-session schedule will be used for training. The focus will be on text adaptation (since most of the textbooks available are very inadequate or outdated -- if they do exist) and instructional strategies. Again an experienced ACTFL teacher trainer will be invited to conduct this workshop assisted by the language coordinators. The teachers raved over Dr. Dvorak's sessions last summer.

The afternoons will be devoted to designing the syllabus, lesson planning, and constructing supplementary materials in preparation for the first week of class. The language coordinators will supervise and/or assist the teachers in these tasks.

Wednesday In-Service Training Sessions

In addition to pre-session training, the teachers were given in-service training every other Wednesday during the ten weeks. Topics like testing, alternative methodologies, drama in language teaching and communicative activities were covered. UH language experts were invited to lead these sessions.

The 2 hour sessions were as follows:

June 8 - Testing (Dr. J. D. Brown, ESL)

June 22 - Beyond Methods: Alternative Approaches to Instructional Design in Language teaching (Dr. Jack Richards, ESL)

July 2* - COTSEAL Seminar/workshop
8:00 - 8:30 Team Teaching (Hmong Instructors: Dr. Martha Ratliff and Lyfu Vang)
8:35 - 9:05 Reading (Dr. Jim Collins, Indonesian Coordinator)
9:10 - 10:45 Drama in Language Teaching (Vince Riley ESL; Precy Espiritu, Ilokano Instructor and others.

(* In lieu of the July 6 meeting)

July 20 - Communicative Activities in Foreign Language Teaching (Dr. Richard R. Day, ESL)

August 3 - Show and Tell (SEASSI Selected Faculty)

Most of the topics were chosen by the teachers. In preparation for the training sessions, the teachers were mailed several articles on proficiency to read before they got to Hawai'i. More handouts were given during the teacher training sessions. (See the appendix for the listing of the handouts distributed to the teachers.)

Summary of Teacher-Training Evaluation

In order to assess the effectiveness of the teacher-training program, another questionnaire was administered to the teachers at the end of the summer. The results from this questionnaire indicate that the training program was both interesting and valuable for professional improvement. On a scale of 1 to 5 (5 being the hightest possible rating), the teachers gave the program an overall rating of 4.37. When asked if the in-service sessions had a positive impact on their teaching, the respondents replied with a unanimous "yes". The written comments indicated that the teachers learned a lot from these sessions and that the sessions helped the teachers to be more creative in planning and executing the lessons. There was also unanimous agreement that the handouts for the various training sessions were useful.

Individual seminars which occurred as part of the in-service training were evaluated to find out which sessions were of value to the teachers. There were four sessions where presentors were invited: Testing, Beyond Methods, Drama, and Communicative Activities and one session of SEASSI faculty presentations.

The session which received the highest rating was one on communicative activities with an average rating of 3.72 (out of 4) for being valuable, and 3.72 (out of 4) for being interesting. All written comments were positive. In light of this positive feedback, this topic will be included in next summer's SEASSI.

The session which received the second highest rating was the one on testing with an average of 3.35 (out of 4) for being valuable, and 3.35 (out of 4) for being interesting. Most of the written comments were positive; the only suggestion given was that other types of tests should be included in the presentation, and not just cloze tests. In light of this positive feedback, this topic and speaker will be included in next year's SEASSI.

The session which received the third highest rating was the one on "Beyond Methods" with an average rating of 3.07 (out of 4) for being valuable, but only 2.93 (out of 4) for being interesting. Most of the written comments were negative: the respondents indicated that the presentation was too theoretical, was not clearly explained, and that more demonstrations of the concepts should have been included. The speaker that will replace this speaker next summer will be giving a more "hands-on" type of presentation.

The session which received the lowest rating was the one on drama with an average rating of only 2.77 (out of 4) for being valuable, and only 2.97 (out of 4) for being interesting. Most of the written comments on this session were slightly negative. The respondents indicated that more materials and exercises were needed to accompany the presentation. It was also felt that this technique was not suitable for every teacher and every class.

In planning next year's training, some of the comments on this questionnaire will be of benefit. When given an alternative for next year's program, one half of the teachers opted for keeping the program as is, with a guest speaker presenting a topic every other week.

When asked what topics should be added to next year's training program, some teachers indicated that more practice and demonstrations of the various techniques would be useful.

Most teachers found the available supplies for teaching to be adequate, but indicated that more pictures, audio tapes and audio-visual materials would be beneficial. Most teachers found duplicating handouts/materials for students to be convenient.

In response to the teacher's comments/suggestions, the following topics are planned for the Wednesday sessions next summer.

June 7 — Materials Development and Interactive-type Exercises. (Cindy Ning, SHAPS)

June 21 — Uses of Teaching Aids and Supplementary Materials in Foreign Language Instruction. (Martha Pennington, ESL)

July 5 — Communicative-type Exercises

July 19 — Testing (J.D. Brown, ESL)

July 29
a. Reading Proficiency in Southeast Asian Languages: Approach, Design, Procedure

b. Second Language Acquisition Research and Applications in the Foreign Language Classroom

All except for the last topic are focused on language teaching. The last was deemed necessary to expose the teachers to a theoretical or research-type presentation, to give them some rationale for the practices recommended for the classroom.

STUDENT EVALUATION OF THE PROGRAM

In order to assess the effectiveness of the instruction in various classes and the program as a whole, two evaluation forms were constructed--one for mid-course evaluation (given about the 5th week of SEASSI) and the other for final course evaluation. (See evaluation forms, Appendix.) These were administered to all students as an evaluative tool of the program. It should be noted that the results from this evaluation should be used with caution due to the small number of student responses in some of the classes and due to the difficulties in interpreting any questionnaire results of this type. It is suggested that these results be viewed as one piece of information on the quality of the program and effectiveness of instruction, for it is important to realize that other types of information -- the student mid-term evaluations, the teachers' evaluations of the pre-service training, the teachers' evaluations of the in-service sessions, students' verbal comments throughout the term, and the judgement of the director and coordinators -- are necessary to give a balanced picture of the strengths and weaknesses of the program.

The students' responses to the questionnaire were kept confidential. None of the teachers saw the forms even after the final grades were submitted. Even the language director, who taught one of the courses, never saw her students' evaluation forms. The chairman of the Department of Indo-Pacific Languages summarized some of the evaluation forms to preserve the confidentiality of the students' responses but the language director summarized most of them. All the teachers, however, were given summaries of the responses to both questionnaires.

Mid-Course Evaluation

The mid-course evaluation questionnaire was more open-ended than the final one. A copy of this evaluation form is attached to this report. The purpose was primarily to elicit student participation in the organization of the last half of the program. See appendix for a full copy of the "Indonesian and Javanese Mid-Course Evaluation." This detailed report will give an idea of the mid-way evaluation of the course from the standpoint of the biggest language group in the program.

From the student comments on the mid-course evaluation forms, it seems that most of the courses were running smoothly and that the teachers were satisfactorily preparing for and teaching the classes. It was apparent that many teachers were putting a lot of time and effort into preparing worth-while supplementary materials and that teachers were generally spending out-of-class time helping students with individual problems.

Students generally felt that speaking and communicative activities were the most beneficial to them, and they expressed a need for more such activities. During the feedback sessions with the language director, teachers were reminded that languages can be learned only through the use and practice of that language. Teachers were asked to try to provide the students with as many opportunities as possible for practicing the language in a free (but guided) situation. This meant that each teacher should try and think of activities and situations which would provide students with such opportunities for practice such as role-plays, skits, information gaps, games, tasks of all types, problem-solving activities, dialogs, story telling, picture description, discussions, and others. It was suggested that 15-20 minutes of free speaking be provided for every hour of lesson. Teachers were encouraged to share their ideas with each other.

Another point worth noting was that some students felt too much English was being spoken in the classes. Teachers were cautioned to speak only in the native language as much as possible. Long explanations in English or the target language were discouraged to allow more time to be devoted to practicing the the language.

An additional point was that students expressed a desire for more out-of-class activities where they could practice the target language. Some classes organized picnics, others went to worship services in the target language, while others went to a market, or a restaurant which served ethnic food. But apparently, the students wanted even more activities.

The final general point dealt with the issue of textbooks. According to the student comments, the textbooks and the tapes have been less than satisfactory (exceptions to this were the Tagalog textbooks). The students commended teachers who created and adapted materials to supplement the poor texts.

SEASSI will have to carefully consider this issue for the coming years and either find better texts, or create texts and materials. Funding is definitely an important consideration in this matter.

All the languages except for Vietnamese had fairly good comments. Among the problems noted by the students of Vietnamese were poor coordination, teaching methodology, and textbooks.

All the instructors were given feedback sessions by the language director based on their evaluations. Suggestions for solving some of the problems noted were given.

Final Course Evaluation

The final evaluation was given to all SEASSI students during the last week of the term. The teachers were not present at the time the students were completing the form; instead, one student for each class was asked to be responsible for collecting the completed forms and turning them in to the secretary.

The evaluation form asked students to comment on various aspects of the program, including: instruction, the program, the text and materials, tapes and the language lab. The evaluation contained both open-ended questions -- where students could make written comments and fixed-response questions -- where students ranked specific aspects on a scale of 1 - 4 (4 high; 1 low). Also included were sections which asked students to make general comments about any aspect of SEASSI. (See evaluation form in the appendix.)

The written responses for each class were summarized, collected, and the fixed-response items were averaged for each class and for each level of the various languages. This allows us to compare specific aspects of one class with those same aspects of a different class. It also allows us to compare specific aspects of one language with the other languages, e.g., we can compare the quality of the tapes in one language with the tapes in other languages by looking at the average of the items which refer to the tapes. For an overall indication of the ranking of the individual classes, the average of all the responses (for that class) for all the items was calculated. Similarly, for an indication of the rankings of the individual teachers, the average of all the responses (for that teacher) for items 1, 3, 3, 4a, 5, 6, & 7 was calculated. These results are summarized on the spreadsheets in the appendix.

From these results, we can see that the quality of the program and the quality of the teaching was generally high. A notable exception to this high quality were the Vietnamese classes and Khmer 212. Table I below shows the rankings of the various languages. The languages with only 1 or 3 students were separated from the other languages because of the difficulty in interpreting the results with such a small sample.

Table I

SEASSI TEACHING EVALUATION STATISTICS 1988:

RANKINGS* OF LANGUAGES

Scale: 4 (highest) - 1 (lowest)

Major Languages (classes with 4 or more students):

1.	Indonesian	3.48
2.	Thai	3.47
3.	Burmese	3.46
4.	Tagalog	3.45
5.	Hmong	3.39
6.	Khmer	3.09
7.	Vietnamese	2.65

Other Languages (classes with 1 to 3 students):

1.	Cebuano	3.75
2.	Lao	3.65
3.	Ilokano	3.64
4.	Javanese	3.47

*Ranking based on overall averages of all items of the students final evaluation

From this table, we can see that Indonesian, Thai, Burmese, and Tagalog were rated at the top, with no significant difference between them. Hmong was not significantly lower than these 4 languages. Khmer was rated much lower than the top four languages, but the difference is due largely to the low rating of Khmer 212 which brings down the average of the three classes. Alarmingly, there is a very wide gap between bottom-rated Vietnamese and all the other languages. This may indicate that the quality of instruction in Vietnamese was below an acceptable standard. Care will be taken to insure that a similar low rating does not occur next year.

Table II below shows the rankings of the individual teachers. Again, the classes with only 1 to 3 students were separated from the other classes because of the difficulty in interpreting the results with such a small sample.

TABLE II

SEASSI TEACHING EVALUATION STATISTICS 1988:

RANKINGS* OF TEACHERS
Scale: 4 (highest) - 1 (lowest)

Teachers with 4 or more students:

Tagalog	212 (TR)	4.00
Indonesian	212 (SS)	3.96
Indonesian	112 (SD)	3.90
Indonesian	112 (ES)	3.89
Indonesian	112 (IF)	3.86
Indonesian	112 (MT)	3.78
Burmese	112 (JO)	3.74
Thai	212 (KW)	3.69
Thai	112 (KC)	3.65
Tagalog	212 (NC)	3.64
Khmer	112 (VSB)	3.54
Indonesian	303 (IF)	3.51
Indonesian	212 (FIR)	3.48
Burmese	112 (KH)	3.44
Tagalog	112 (EP)	3.23
Hmong	112 (MR)	3.17
Burmese	112 (ST)	3.14
Thai	303 (SS)	3.13
Hmong	112 (LV)	3.03
Khmer	112 (CSH)	2.98
Vietnamese	212 (BKV)	2.85
Tagalog	303 (NC)	2.81
Vietnamese	112 (HHT)	2.77
Vietnamese	112 (SOH)	2.54
Khmer	212 (ST)	2.34
Vietnamese	303 (HHT)	2.20

Teachers with 1 to 3 students:

Lao	112 (LS)	4.00
Javanese	112 (AW)	4.00
Cebuano	112 (CG)	3.71
Ilokano	112 (JC)	3.71
Ilokano	112 (PE)	3.67
Lao	212 (DS)	3.14
Javanese	212 (DO)	3.00

*Ranking based on items 1, 2, 3, 4a, 5, 6, 7 of student final evaluation

From this table we again see that the teachers of Vietnamese and Khmer were generally the weakest. A notable disappointment was the Tagalog 303 class, which was rated very low even though the other Tagalog classes were rated highly.

From the results in the spreadsheets, we can see that the questions regarding tapes (items 35, 36, 37) were generally rated low compared to other aspects of the program. The average of these items are summarized by language group in Table III below.

TABLE III

SEASSI TEACHING EVALUATION STATISTICS 1988:
RANKINGS* OF TAPES

Scale: 4 (highest) - 1 (lowest)

Languages with 4 or more students:

Hmong	3.26
Burmese	3.20
Khmer	2.97
Tagalog	2.90
Thai	2.72
Indonesian	2.27
Vietnamese	2.11

Language with 1 to 3 students:

Javanese	3.00
Ilokano	3.00
Lao	No tapes used
Cebuano	No tapes used

*Ranking based on items 35, 36, 37 of student final evaluation

The low quality of the tapes was also indicated in the written comments of the students. Some of the specific problems noted were: the recording quality is poor, they are difficult to understand, there is not enough time to complete the given task (the tasks seem generally to be repetitive), the material on the tapes and the exercises for them are not very creative, and the tapes are not integrated with the lessons or the program.

There were also written comments about the availability of the tapes and the language lab. Students indicated that they would prefer the lab to be open more hours, especially at night and on weekends. Students also expressed a desire to either: 1) be able to check out the tapes for use at home; 2) be able to copy the tapes; or 3) be able to purchase the tapes at a reasonable price.

Given this low evaluation of the tapes, it is recommended that SEASSI consider producing its own set of tapes for use from year to year. This would involve: developing dialogs, lectures, and drills that are interesting in content and related to the aims of the courses; developing creative tasks to facilitate student comprehension of the recorded material; developing suggested activities that can be used in class as pre-listening activities or follow-up activities; recording the material professionally in a language lab; and reproducing the tasks for students to do while listening. Such a project would require funding to support some of the SEASSI teachers to work on quality tapes for each language. This could culminate in a final product that would be useful to SEASSI for years to come.

Another area of concern was the quality of the textbooks and other materials. Table IV shows the average ratings of the textbooks by class while Table V shows the average ratings of other materials.

TABLE IV

SEASSI TEACHING EVALUATION STATISTICS 1988:
RANKINGS* OF TEXTBOOKS
Scale: 4 (highest) - 1 (lowest)

Teachers with 4 or more students:

Tagalog	212	4.00
Hmong	112	3.60
Indonesian	112	3.41
Indonesian	303	3.29
Tagalog	112	3.28
Burmese	112	3.17
Tagalog	303	3.17
Thai	112	3.14
Indonesian	212	3.10
Vietnamese	112	3.10
Khmer	112	3.03
Thai	303	2.50
Vietnamese	212	2.00
Vietnamese	303	2.00
Thai	212	no evaluation
Khmer	212	no evaluation

Teachers with 1 to 3 students:

Lao	212	4.00
Lao	112	4.00
Javanese	112	4.00
Ilokano	112	3.33
Cebuano	112	2.00

*Ranking based on item 40 of student final evaluation

From Table IV, we can see that the textbooks were of varied quality. Next summer, the coordinators of each language will review the materials ahead of time, and if possible find more appropriate texts. As with the tapes, the textbooks also need considerable improvement. Again, development of materials like tapes needs to be done before the SEASSI session begins. Selected writers (those who have proven to be good developers of supplementary materials at the Institute) should be compensated while working on appropriate texts for their respective languages (if none exists) or supplementary materials (if the texts exist but need to be up-dated or enriched with communicative-type exercises). To expect the teachers to develop materials and teach (four hours a day, twenty hours a week) is unrealistic and unfair. SEASSI needs extra funding to solve this problem, otherwise, each SEASSI site will continue to have the same basic problem of inadequate materials, year after year.

What actually occurs each summer is that individual teachers (after participation in workshops and with some direction from coordinators) produce their own materials. There are some excellent materials developed during each SEASSI session, but these are not organized into a permanent form for future SEASSIs to use and improve. Each SEASSI site has to start developing materials from scratch, and this is obviously a sad waste of valuable time and effort.

What Hawai'i plans to do next summer to help teachers prepare their supplementary materials (in addition to workshops and supervision) is to have ready for them (already selected and organized) second language materials that they can use for function-based activities. These will include such things as ideas for games, pictures and other visual aids, as well as competency-based exercises. This is the best that can be done considering the lack of funding, time, and resources. It will, at the very least, save the teachers some time in figuring out what exercises to develop for the day or the week.

By comparing Tables IV and V, we can see that supplementary materials produced by the teachers were generally of higher quality than the textbooks (this difference was also indicated by the written comments). This seems to indicate that the talent for producing appropriate materials is available. What is needed is time, resources, and organization to utilize this talent to produce texts and materials that can be used from year to year.

TABLE V

SEASSI TEACHING EVALUATION STATISTICS 1988:
RANKINGS* OF SUPPLEMENTARY MATERIALS
Scale: 4 (highest) - 1 (lowest)

Teachers with 4 or more students:

Thai	212	3.80
Tagalog	212	3.67
Indonesian	112	3.60
Thai	112	3.57
Burmese	112	3.50
Vietnamese	112	3.50
Hmong	112	3.40
Indonesian	303	3.33
Indonesian	212	3.33
Khmer	112	3.28
Tagalog	112	3.00
Vietnamese	212	3.00
Vietnamese	303	3.00
Khmer	212	3.00
Tagalog	303	2.88
Thai	303	no evaluation

Teachers with 1 to 3 students:

Lao	212	4.00
Javanese	112	4.00
Cebuano	112	4.00
Ilokano	112	3.33
Lao	112	3.00

*Ranking based on item 41 of student final evaluation

Table VI gives a summary of the average ratings for the questions which appeared on the final evaluations completed by the students.

TABLE VI

SUMMARY OF RATINGS OF FINAL TEACHING EVALUATIONS
Scale: 4 (highest) - 1 (lowest)

Evaluation of the Teacher		
1.	The teacher came to class well-prepared.	3.56
2.	The teacher used class time efficiently.	3.38
3.	The course was conducted such that I knew clearly from day to day what was expected of me.	3.31
4.	a. I had a clear understanding of th goals of this class (if not, omit b).	3.38
	b. These goals were achieved.	3.44
5.	The teacher provided the students with enough opportunities to practice the language in class.	3.44
6.	The teacher used the language in class as much as possible.	3.53
7.	There was sufficient variety in the activities and techniques used.	3.38
8.	Audio-visual aids (pictures, objects, etc.) were used appropriately.	3.22
9.	The class materials were used in an effective and efficient manner.	3.39
10.	Homework and quizzes were corrected and returned promptly.	3.63
11.	Homework assignments were relevant and useful.	3.50
12.	The teacher provided adequate and helpful feedback on the individual students' progress.	3.37
13.	The grading criteria were clear.	3.05
14.	The tests reflected what was actually taught.	3.43
15.	The teacher graded fairly.	3.54
16.	The teacher provided encouragement and was eager to help the students.	3.71
17.	The teacher had good rapport with the students.	3.69
18.	The teacher was flexible enough to make changes when and where necessary.	3.52
19.	The course has given me more insight into the behavior and culture of native speakers of the language.	3.64
Evaluation of the Program		
27.	The class size promoted effective learning.	3.33
29.	a. Having more than one teacher had a beneficial effect on the class.	3.56
30.	I feel that I have learned very much during this language program.	3.32
35.	The tapes were integrated with the rest of the class work.	2.95
36.	The technical quality of the tapes was adequate.	2.77

37.	The instructional quality of the tapes was adequate.	2.87
40.	Text(s) - For each textbook you used, please write the name of the textbook and rate it according to the following statements.	
	a. The text was relevant to my needs	3.10
41.	Other course materials used in the class were relevant to my needs.	3.48

Finally, it should be pointed out that the written comments of both the mid-term evaluation and the final evaluation indicated that free speaking practice was of great benefit to the students, that students want more free speaking practice, and yet paradoxically students generally had little opportunity for such practice. In order to address this problem, next year's pre-service teacher training program will emphasize the use of communicative activities in the classroom and this topic will be continued during the in-service training.

In conclusion, the final evaluations of the program indicate that the 1988 SEASSI was very successful, with the exception of the Vietnamese component and Intermediate Khmer. Although successful, the program does have areas which could be improved, with the greatest need for improvement in the areas of tapes, textbooks, and communicative activities in the classroom.

REPORT ON THE SEASSI PROFICIENCY EXAM DEVELOPMENT PROJECT: SUMMARY*

For more than five summers now, SEASSI has conducted intensive language programs without a common instrument to assess its students' proficiency. Since much is made of "language competency" or "competency-based instruction", it seems necessary and important to construct a proficiency-type test for evaluating students' competency in the target language after 200 contact hours. For this reason, the University of Hawai'i SEASSI program decided to develop a language proficiency examination in the summer of 1988.

Tests for five of the eleven languages (Indonesian, Khmer, Tagalog, Thai, and Vietnamese) were developed. The language ability levels from the ACTFL Proficiency Guidelines were used in test design. J.D. Brown a UH expert on testing, and Teresita Ramos were responsible for producing a prototype of the test in English, which was then translated into each of the five languages, with the cooperation of SEASSI teachers. The goal of this pilot project was to investigate distribution of scores, test reliability, validity, generalizability to the testing of other languages, and ways the tests could be improved so that a permanent proficiency exam might be produced.

Test subjects were 101 students in the SEASSI program enrolled in 100, 200, and 300 level courses in the above languages. Two tests were administered: the SEASSI proficiency exam (SEASSIPE) developed during the ninth week of the session and the Modern Language Aptitude Test (MLAT) developed by Carroll and Sapon (1959), used as a control for initial differences across languages during the first week of SEASSI. The SEASSIPE consisted of multiple-choice listening, interview procedure, cloze test, and dictation.

Results of the tests showed considerable variation across languages in the magnitude of means and standard deviations. The reliability estimates indicated that most of the pilot tests produced reasonably consistent results. Several subtests appeared to warrant special attention in this regard, however, particularly the Thai and Tagalog dictations, and the Thai cloze test. Inter-correlations between the SEASSIPE subtests indicated a surprisingly high degree of relationship between the subtests, with the exception of the Thai tests, which had low reliability. After revision and improvement, the resulting tests will be administered again in the 1989 SEASSI. If the final tests prove to be reasonably reliable, the final versions of the tests (along with the manual) can be passed on to future SEASSIs and used at University of Hawai'i to test overall proficiency for at least Indonesian, Khmer, Tagalog, and Vietnamese.

* A more detailed version of this report is found in the Appendix.

Appendices

A. Pre-session Teacher Session Questionnaire Spread Sheets.....20
B. Teacher Training Evaluation Questionnaire (Final) Spread Sheets.....26
C. List of Handouts/Readings.....35
D. Mid-Course Evaluation -- Questionnaire.....36
E. Mid-Course Evaluation Summary (Indonesian and Javanese Section).....39
F. Final Evaluation Questionnaire Spread Sheets.....49
G. Ranking of Languages by Total and Selected Averages.....59
H. Books Used and Their Evaluation.....61
I. SEASSI Proficiency Test Project: A Progress Report.....63
J. Faculty List.....73

Pre-Session Workshop Evaluation
(June 1-3, 1988)

1. Please assign the following topics/activities a rating from 1-5, where 1 is least useful and 5 is most useful.

AM Sessions "Teaching For Proficiency"

Day 1: Introduction to the proficiency curriculum:
- Key Concepts _____
- Reading Skills _____
- Listening Skills _____

Day 2: Grammar _____
- Speaking Skills _____

Day 3: Writing Skills _____
- Proficiency Program Design _____

Homework Assignments _____

PM Sessions "Curriculum Development and Syllabus Design"

Day 1: Some Approaches to Curriculum Design _____
- Management and Curriculum
- Curriculum Design & Less Commonly Taught Languages
- Defining the Interface Between Language & Culture

Day 2: Learning & Acquisition in the Curriculum _____
- Declarative & Procedural Knowledge (Fact and Act)
- Unique Contributions in the Learning Environment

Day 3: Skills: Content & Processes _____
- The Role of Learning Materials
- Overview of the Elements of the Curriculum
- Evaluation

2. What did you find to be the most helpful aspect of the workshop?

_____

3. What did you find to be the least helpful aspect of the workshop?

_____

4. Do you feel the goals of proficiency-based language instruction are valid? Please explain.

_____

_____

5. Is it likely this workshop will have an impact on your teaching? Please explain.

_____

6. What would you add to these pre-session training for teachers?

_____

_____

Delete?_____

_____

7. What other topics do you want added to the Wednesday sessions?

_____

8. Other comments/suggestions:

_____

_____

Thank You!

T. Ramos, Language Director

e-Session workshop Evaluation

	AM Sessions							PM Sessions				
	Key Cncpt	Rdg Sk	Lsn Sk	Gram	Spk Sk	Wrt Sk	PP Des	HW	Day 1	Day 2	Day3	AVG
	5	5	5	5	5	5	5	4	5	5	5	4.91
	5	5		5	5	5	5	5	5	5	5	5.00
				5	5	5	5	5	5	5	5	5.00
	5	5	5	4	4	5	5	4	5	4	5	4.73
	5	5	5	5	5	5	5	3	4	4	4	4.55
	5	5	5	5	5	5	5	3	5	5	5	4.82
	5	5	5	5	5	5	5	5	5	4	5	4.91
	5	5	5	5	5	5	5	5	5	5	5	5.00
	5	5	5	5	5	5	5	5	5	3	4	4.73
	5	4	4	5	5	4	4	5	5	5	5	4.64
	5	5	5	5	5	5	5	4	4	4	4	4.64
	4	4	4	3	3	3	3	2	4	5	4	3.55
	5	5	5			5	5	4	5	5	5	4.67
	3	3	3	4	3	4	4	4	4	4	5	3.73
	3	2	4	3	3	3	4	3	4	4	5	3.45
	5	5	5	5	5			4	5	5		4.88
AVG	4.67	4.53	4.64	4.60	4.53	4.60	4.53	4.06	4.56	4.50	4.67	4.55
STD	0.70	0.88	0.61	0.71	0.81	0.71	0.72	0.90	0.61	0.61	0.47	
N	15.00	15.00	14.00	15.00	15.00	15.00	15.00	16.00	16.00	16.00	15.00	
MIN	3.00	2.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	4.00	
MAX	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	

PRE-SESSION WORKSHOP EVALUATION

RESPONSES TO QUESTIONS 2 - 8

2. What did you find to be the most helpful aspect of the workshop?

#	response
1	AM session & Day 3 of PM session
1	teaching for proficiency
1	everything
1	assignments
1	expertise, sensible ideas, creative ideas of presenters
1	lectures & discussions in general
1	analysis of the overall business in language teaching/learning
1	the lectures
2	clarification of concepts, technique, methodology
2	Dr. Dvorak's lecture
2	Fact & Act
2	designing syllabus

3. What did you find to be the least helpful aspect of the workshop?

#	response
1	details of do's and don'ts
1	counsels of perfection - good, but how to implement them with limited resources
1	too much intake - no time for group evaluation, discussion, opinions
3	no answer
10	None/ nothing was least helpful

4. Do you think the goals of proficiency-based language instruction are valid? Please explain.

#	response		
12	YES	3	students can make more active use of the language
		2	makes good sense
		1	makes learning fun, worthwhile, and "do-able"
		1	provides a focus for selection of materials
1	No answer		
1	more or less		
1	Yes, theoretically, but how is it applicibe to the classroom (especially beginners)		
1	Not really - "Prochievement" would be better		

5. Is it likely this workshop will have an impact on your teaching? Please explain.

#	response		
15	Yes	1	especially syllabus
		1	especially the practical aspects
		1	ideas explicit and realistic
		1	but not at SEASSI since I have to do what the coordinator tells me
		1	but it will take time
1	to some degree		

6. What would you add to these pre-session training for teachers?

#	response
1	demonstrations
1	more practice examples in each concept
1	samples of "prochievement" test
1	language & Drama
1	more examples of non-Indo-European language classroom situations (like Dr. Walton with Chinese)
1	more techniques of intercultural communication
1	add a day for discussion, evaluation,and opinions
2	more time
4	nothing (it's too much already)
4	no answer

What would you delete?

#	response
1	details in AM session - overall concept enough
1	reduce time of workshop to allow more time for syllabus and test development
2	nothing
12	no answer

7. What other topics do you want added to the Wednesday sessions?

#	response
1	testing
1	more on methods
1	intercultural communication
1	open session - whatever problems arise
2	no idea
2	nothing else
3	no answer

7. Other comments/suggestions:

#	response
5	excellent
1	make theAM sessions shorter
1	shorter sessions
1	helpful & encouraging
1	tiring, not enough time, reduce workshop to allow teacher's time for developing syllabus & tests

Southeast Asian Studies Summer Institute

Teacher Evaluation of SEASSI In-Service Training

I. Please answer the following questions for each of the Wednesday afternoon sessions by circling the number of your choice: 1 (very much), 2 (some), 3 (a little), 4 (very little).

A. "Testing" Session (with J. D. Brown)

	very much			very little
1. How valuable was the session in terms of professional improvement?	1	2	3	4
2. How interesting was the session?	1	2	3	4

3. Please make any additional comments about this session. _____

_____

_____

B. "Beyond Methods..." Session (with Jack Richards)

	very much			very little
1. How valuable was the session in terms of professional improvement?	1	2	3	4
2. How interesting was the session?	1	2	3	4

3. Please make any additional comments about this session. _____

_____

_____

C. "Drama and Language Teaching" Session (with Vince Riley, et al.)

	very much			very little
1. How valuable was the session in terms of professional improvement?	1	2	3	4
2. How interesting was the session?	1	2	3	4

3. Please make any additional comments about this session. _____

_____

_____

7. Were there adequate supplies available for your use during the term? (circle one) YES NO

Please comment. _____

_____

8. Was the duplicating service easily accessible? YES NO

Please comment. _____

_____

9. Please give your overall rating of the training (both pre-session and in-service) on a scale of 1 to 5.

very good poor
1 2 3 4 5

Please comment. _____

_____

_____

III. Please check the alternative that you would prefer for next year's in-service training. Choose only ONE.

___ a) Remain as is, with a guest speaker presenting a topic every other week.

___ b) Once a week with some of the weeks for a guest speaker and the other weeks for teacher interaction with an emphasis on practical matters such as classroom management, class activities, teaching tips and techniques, etc.

___ c) No speakers -- every week for teacher interaction with an emphasis on practical matters such as classroom management, class activities, teaching tips and techniques, etc.

___ d) Other. (Please explain) _____

_____

_____

_____

IV. Please write any other comments which would be useful in planning next year's teacher training. (Include comments about both pre-session training and in-service training.)_____

1. Please answer the following questions for each of the Wednesday afternoon sessions by circling the number of your choice: 1 (very **little**), 2 (**little**), 3 (**some**), 4 (very **much**).

A. "Testing" Session (with J. D. Brown)

1. How valuable was the session in terms of professional improvement? AVG = **3.35**

2. How interesting was the session? AVG = **3.35**

3. Please make any additional comments about this session: _____

very helpful
I like his style of lecturing
would like to hear about other types of test - not just cloze
keep it
very clearly and compellingly presented
clearly presented
very good speaker - perhaps next time choose a different topic, in particular more practical things about testing

B. "Beyond Methods..." Session (with Jack Richards)

1. How valuable was the session in terms of professional improvement? AVG = **3.07**

2. How interesting was the session? AVG = **2.93**

3. Please make any additional comments about this session: _____

more demonstrations
lecturer assumes that teachers have the necessary background knowledge
too theoretical
excellent presentation
speaker should have explained more about what these "beyond methods" are
I was surprised that the speaker wasn't more interesting/helpful since I had enjoyed his book
did not attend

1. How valuable was the session in terms of professional improvement? AVG = 2.77

2. How interesting was the session? AVG = 2.97

3. Please make any additional comments about this session. _____

very interesting
did not attend
should have more materials to accompany this session
did not attend
drama needs teachers and students with it was interesting not for me or this year's class
did not attend
should be repeated
more exercises could have been given
didn't see difference between drama as presented here and normal role play activities
not every teacher is an actor

D. "Communicative Activities" Session (with Dick Day)

1. How valuable was the session in terms of professional improvement? AVG = 3.72

2. How interesting was the session? AVG = 3.72

3. Please make any additional comments about this session. _____

interesting and creative
we only wish there had been more time
did not attend
inspiring presentation
good
very applicable to the class
very interesting

BEST COPY AVAILABLE

impact on your teaching?

YES //////////////////// 19 - unanimous
some of the topics were helpful
I became more creative
gives an insight to prepare lessons
it's good to keep up with the latest method of teaching
helped me vary and focus (my lessons?)
helped motivate us to use different techniques in class
lots of new things learned; lots of old things reinforced
we borrowed ideas from each other
liked demonstration of creative activities which are
useful in terms of language learning
up-to-date language teaching methods
lots of good ideas that I can use in class

No - 0

2. What aspects of the in-service training did you find most helpful?

fact and act
different approaches in language teaching
pre-session training (time+energy+good presenters)
the Dvorak and Day lectures
all
brought teachers of different languages together, share
experience and techniques
new ideas, reassurance, encouragement
pre-session training
practical, applicable
the practical aspect of language teaching
the experience and knowledge of the speakers
Dick Day - communicative activities
communicative activities
the pre-session training
the pre-service and in-service training
materials presented by the speakers

3. What aspects of the in-service training did you find least helpful?

talking about old things with new labels
on Wednesday afternoon we usually had to make class tapes.
making the day too long and tiring
pure talks on theory
none
drama
none
no adequate info about textbooks and the textbooks we

as much practicing and modeling of techniques as possible
demonstrations
listening comprehension techniques

5. Was the time and day convenient?

YES //////////////// 16

NO // 2 (1 blank)

Mon. 1:00-3:00;
but no other time better

6. Were the handouts for the various training sessions useful to you?

YES ////////////////////// 19 - unanimous

NO 0

Please comment.

we can refer
the pictures handed out are good to teach English, but may be inappropriate for SEASSI classes -- better to have setting which are not American
those mailed in Spring and those before June 6th -- no time to look at others
very helpful, thank you

7. Were there adequate supplies available for your use during the term?

YES ////////////////// 16

NO 0

don't know 1

blank 2

Please comment.

need more access to audio-visual materials
need more pictures and tapes(or each language groups are tapes at the library which we should have on file)
need more picture-books
greatly appreciate the value, better if it is not limited and free

NO /// 3
we paid for copies ourselves using the library machines
because we needed many handouts every day
because of different locations

SOMETIMES // 2
it depends on what time you need it -- it's impossible to
have a rush order, i.e. before class starts
not at the beginning of the period -- [illegible]

6. Please give your overall rating of the training (pre-session and in-service) on a scale of 1 to 5.

very good poor
1 2 3 4 5
AVG = 4.37

Please comment.

wonderful
whatever flaws there were were insignificant
the pre-session training was more beneficial
thank you so much
(presumably this respondant feels that he/she has had more than enough training, but that it was nice to see the other teachers get some training)

(11. Please check the alternative that you would prefer for next year's in-service training. Choose only ONE

11 a) Remain as is, with a guest speaker presenting a topic every other week.
/////////

4 b) Once a week with some of the weeks for a guest speaker and the other weeks for teacher interaction with an emphasis on practical matters such as classroom management, class activities, teaching tips and techniques, etc.
////

c) No speakers -- every week for teacher interaction with an emphasis on practical matters such as classroom management, class activities, teaching tips and techniques, etc.

d) Other.
4 As in (b), but every other week instead of every week.

diversity of background in ESL should be considered in the presentations and choice of materials/ topics. A lot of seesions are useful for those with littles knowledge about ESL, but not interesting for ESL students.

more teacher demonstrations

keep up the high level

1.reading list 2.prof.charts 3.narrative of students

4.teacher's evaluation (analysist doesn't understand this comment)

appreciate talented presenters. For non-native English, as some school teachers are, the presentations were hard to follow. The training ends with 2 days to spare before classes begin. This is not long enough for people to make drastic changes in their material. Results may show next year. Not all proficiency teaching is appropriate for all students: we have some students who want to study texts -- history, economics, statistics, etc. They are less keen on oral proficiency, as they don't envision ever using the language that way. Could we have more information in advance about 2nd & 3rd year students and their interests? If I'd known we were to have a student form the Dept of Defense and one interested in pre-colonial studies of grammar, I could have brought much more material geared to their interests.

Overall, it's been very good and useful, especially, a good choice of speakers. Good timing also -- once every two weeks is sufficient.

Appendix C

LIST OF READINGS

A. Mailed Materials:

1. Language Teaching and The Quest for the Holy Grail (Higgs)
2. Planning for Proficiency (Richards)
3. Proficiency in Practice: The Foreign Language Curriculum (Heilenman and Kaplan)
4. Developing Oral Proficiency (Omaggio)
5. Sample Classroom Tests

B. Pre-Session:

1. Dr. Dvorak's Handout on Teaching for Proficiency
2. A Communicative Approach to Foreign Language Instruction (French Syllabus)
3. IRL Skills Overview, etc.

C. Testing:

1. J.D. Brown's Sample Tests
2. ACTFL Generic Guidelines
3. Elicitation Techniques

D. Drama and Language Teaching:

1. Talk and Listen by Richard A. Via
2. Via and Smith Exercises on "Talk and Listen"
3. The Dialogue: A Useful Tool in Language Teaching
4. The Self-Directed Dialogue: A Technique for Conversation Practice

E. Communicative Activities:

1. Day's Handouts
2. Ramos' Information Gap Activities Handouts
3. A Student's Guide to Effective Foreign Language Study

F. Others:

1. Strategies for Personalization in the Language Classroom (Omaggio and Boylan)
2. Basic English for Adult Competency (Keltner, et. al)
3. A Typology of Proficiency-based Classroom Activities
4. Selected Books for Second Language Teachers (A bibliography)

SEASSI - SUMMER 1988

MID-COURSE EVALUATION

The purpose of this evaluation is to provide SEASSI instructors and staff with input from students to help us improve the remainder of the course and provide you with a better SEASSI program. The responses you provide in this form will remain confidential; the teachers will not see these forms even after the final grades are submitted. The language coordinators will read and summarize these evaluations and then pass on relevant information to the instructor(s) concerned. So please be specific, frank, and constructive in your comments.

Language: _____ Course Nr: _____ Section: _____

A: Course Evaluation:

1. Which class activities have been most beneficial for you? _____

_____

_____

_____

_____

2. Which class activities have been least beneficial for you? _____

_____

_____

_____

_____

3. What other activities do you think might be useful for you? _____

_____

_____

_____

_____

4. Please provide your assessment of the course materials. _____

_____

_____

_____

_____

_____

SEASSI - Summer 1988: Mid-course evaluation

B: Instructor Evaluation -- Name of Instructor: _____

5. In what ways has this instructor been most helpful to you? _____

_____

_____

_____

_____

6. In what ways, if any, has this instructor been unhelpful to you? _____

_____

_____

_____

_____

7. Can you suggest any ways in which this instructor might be more helpful to you? _____

_____

_____

_____

_____

SEASSI - Summer 1988: Mid-course evaluation

C. General:

8. Please make any additional comments you may care to about your course, your instructor(s), or any other aspect of SEASSI, including non-academic areas.

Appendix E

Summary of Mid-course evaluations:

Indonesian and Javanese, SEASSI 1988

FOREWORD.

On July 11, 1988, all students of Javanese and Indonesian were asked to complete a rather complicated evaluation form. (See appendix 1.) The form allowed for subjective, individual comments about language training, grammar teaching, course materials, individual instructors, the language etiquette class and the program in general. Forty-five minutes of class time were allotted for the students to fill out the forms. Those portions which dealt with the program in general, the language etiquette class or the Indonesian/Javanese language coordinator were read by Dr. Dede Oetomo. They are summarized in Sections 1-4 of this summary. Other sections were summarized by the Indonesian/Javanese coordinator (Sections 5-6).

The purpose of this mid-course evaluation was primarily to elicit student participation in the organization of the last half of the program. We hoped to obtain a sense of the general health of the program as well as to receive specific suggestions for improvement of all aspects of the Indonesian/Javanese program. An essential part of this participant assessment is the reporting to the students of the results. Moreover, mere summarizing and tabulation of the results are not sufficient, not even desirable. It was deemed an ethical responsibility to respond to the students complaints and suggestions, to demonstrate their role in the organization of the program.

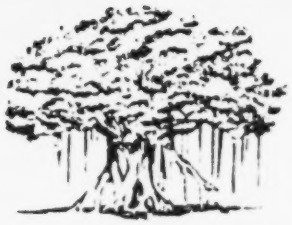
To that end, the evaluations were read and analyzed prior to a general meeting of all students at 7:45 a.m. on July 12, 1988, the day after the evaluation forms were distributed. A short briefing with the Indonesian/Javanese teaching staff preceded the general meeting. The focus of that general meeting was the distribution to all the students and teachers of a short-hand summary of the students' major suggestions (nineteen in all) with a point-for-point response in parallel columns. (Copy enclosed.) These suggestions and responses were discussed at the general meeting; several specific issues were also raised at that time.

A reference to that summary sheet (Appendix 2) indicates that almost every student suggestion received a positive response. Very few proposals were rejected (see item 11 of the appendix). Many more provided a springboard for innovative activities, such as inter-class student exchange (Duta Puspawarna), a full week of individualized assessments (Pekan Pedagogi) and a student-run, Indonesian language program (Omong-omong). Writing in retrospect, all these and several other activities added since July 11, 1988, have been enormously successful. Special mention should be made of the Sinar Nusantara lecture series, the Pandang Indah slide shows and the

showing of seven Indonesian films (Bioskop Kita). These were all direct responses to students' suggestions. And that is precisely what the mid-course evaluations were all about.

The role of students in the organization of the language program should not be overlooked. The mid-term evaluations completed by the students serves as an essential link between the program administration and the program participants. The brief summary submitted here does not adequately reflect the central role of the evaluation in a successful program.

James T. Collins
August 5, 1988



Southeast Asian Studies Summer Institute

University of Hawai'i at Manoa · Center for Southeast Asian Studies · 1890 East-West Road, Moore Hall 416 · Honolulu, Hawai'i 96822 · (808) 948-6083

Summary of Mid-Course Evaluation

1988

from Indonesian and Javanese students

1. GENERAL - SEASSI

The overwhelming majority of students feel the program is great. They are happy to be here and think that both administrators and instructors have been helpful and organized. One student actually waxes ecstatic and calls the program an "enriching, enlightening and expanding" experience.

Only two students give their comments on the non-gamelan area studies courses: one thinks they are "marvelous," while the other is immensely disappointed by the low quality of the history of Southeast Asia course and the disorganized, chit-chatty manner with which the one on Southeast Asian cultures is conducted.

On the subject of the gamelan course itself, quite a few students show disappointment at the mix-up in scheduling such that only few people finally sign up for the present specially set up group practice, with the instructor unpaid, according to two students.

One student points out the problem with the lateness with which the processing of applications was carried out. Others point out small problems such as classrooms with no windows, the fact that some classes have been moved around trying to find classrooms on an almost ad hoc basis, and that no class can be carried out outdoors.

A few question the real use of the placement test. They suggest adding an oral part (interviews, for example) and/or waiting until after one week in class to relocate students if necessary.

One students questions whether NRF and/or SEASSI grant monies should be exclusively designated for those who will come to Indonesia as graduate students or researchers and not for people who will be diplomats and businessmen in Indonesia in the future. S/he thinks the latter categories are as useful to the nation as the former. Another student would at some point want to know how scholarships are administered.

Indonesian students think the teacher/student ratio this summer is too high and suggest that more Indonesian teachers be hired next year.

Again the overwhelming majority of students love the out-of-class activities, both social and academically oriented ones. One wishes the social activities had not been too alcohol-centered.

It is suggested by many students that discipline-related discussion groups be more systematically organized in the future (unlike this summer, when the formation of such groups is left to chance).

While most students are pleased with the many Southeast Asia related events, some do complain of an embarrassment of riches. Often two equally important events are scheduled simultaneously.

In addition to events like the Philippine film series, it is suggested that a similar series of Indonesian films be scheduled in future SEASSI's.

In terms of the technical aspects of instruction, some students complain about the early class beginning, the very late scheduling of evening lectures (such that off-campus people may be prevented from attending due to concerns about late-night transportation), the very short breaks between classes and the fact that some instructors run into break time.

More UHM faculty should be involved in SEASSI programs.

Room and board: More rooms and apartments besides the dormitory arrangement should be prepared for those who want them. More personal freedom in dorms (exception to UHM rules?). One students suggests that people can eat ten meals (regardless of what mealtime it is) when they are enrolled in a 10 meal plan, instead of now when a foregone meal is a lost one. A day-care center is suggested by two students with children in future SEASSI's, also married student housing outside of the dorm.

A section for Malaysian should be prepared for those taking Indonesian otherwise. Graduate level area courses?

SEASSI should always be in Hawaii vs. should always be in the Midwest (i.e. against moving it every two years) (from 2 students).

2. GENERAL - INDONESIAN CLASSES

Many students think their experience learning Indonesian this summer has been their best in learning any language. Most think the instructors are excellent. A few are surprised at how fast they are learning the language. The idea of rotating the teachers has gone over well with the majority of students, although a very few think it is not helpful, especially in the advanced class.

Both first and third-year student request more grammar sessions. They also would like to have smaller classes in future SEASSI's (rf. above comments on teacher/student ratio).

Some feel that a few individuals come to class unprepared or skip classes and have no shame in asking questions already explained previously. They are seen as annoying and a hindrance to overall class progress.

Some people suggest more Indonesia-related activities, such as discussions (in English) for all students, which were carried out in previous years.

Films should be shown weekly followed by discussion in Indonesian.

First-year students complain about the scarcity of readings in the textbook and the terrible quality of the language lab tapes.

Teachers should be more strict about not using English in the recitation classes.

More outside teachers should be invited to come teach in a particular class.

The 3rd year students hasn't had a picnic yet!

THE FOLLOWING COMMENTS ARE FROM 2ND YEAR STUDENTS:

Quite a few students feel that the existence of people with different abilities in the intermediate classes leads to a social atmosphere not conducive to learning because of the competitiveness, tension and superiority complex of the better ones. It is suggested that there is no need actually for separate levels of the intermediate Indonesian class, since it does create that kind of tension. One student suggests not mentioning which class is superior even if two levels of intermediate are set up.

There are complaints from the non-academic students that the bulk of language instruction prepares students for using Indonesian for academic purposes.

Many students feel the quizzes are too mechanical, uninteresting and unchallenging. A little innovativeness is suggested. The fact that grading has been done by the course coordinator is resented by many students. They feel the teachers know their classes best and hence should be allowed to grade the quizzes as well as correct them. Sometimes the grading is felt to be inconsistent or unclear in terms of what criteria are used. One students also suggests that grading should be in terms of what has been learned in the BITSI book and in classroom instruction.

More specifically, a few students question the transcription of the oral exams. They think it is a burden on the teachers and does not reflect accurately what a student says on tape, after all.

3. BUDI BAHASA

Of the 32 first-year students of Indonesian, 25 (78.13%) think the Budi Bahasa classes useful and informative. One student thinks they are so-so, another thinks they are sometimes useful and another answers "yes and no" to the question. Only 4 students (12.5%) think they are not useful and informative, but out of these 3 students (9.38%) think they can be improved and only one student thinks they should be scrapped altogether.

Many think the sessions are helpful and informative, and a fun break from language-learning routines. One thinks it is redundant since one can always learn such etiquette when s/he arrives in Indonesia eventually. A few others suggest that they be more focussed, that similarities and not only differences be enhanced, that a syllabus be set up.

Other suggestions are: talk about things concerning other Malay speaking regions too, and not only Indonesia; have it twice a week; include more information, if not longer sessions; talk about how Indonesians feel about Americans and other foreigners; practice actual language behavior during sessions; speed up pace; talk about how things are changing in Indonesia and why. One student hates illustrations from children's schoolbooks, while another loves them very much.

In general, many students think it appropriate to learn the culture along with the language.

A few students feel the thrust has been white-male-centered: more should be talked about from the perspective of women and ethnic (non-Caucasian) minorities.

Various media are also suggested: film, video, slides, music, cooking, arts, reading materials (essays, short stories etc.). One student suggests a bibliography of readings prepared before the program. Another one even asks for homework from the sessions.

One student thinks the budi bahasa sessions should be held only twice: at the beginning and at the end of the program.

Another one would like explanations about living in an Islamic society such as Indonesia.

Most of the students want native-speaker Indonesians to also be involved.

4. GRAMMAR

Many students suggest that grammar explanations be restricted to predesignated topics. Outside questions should be posed outside in individual meetings. More systematicity is needed, they feel. Some request more grammar in longer sessions. A few suggest that the session be held in the first hour (i.e. for the first-year classes). It is suggested that more concrete examples rather than linguistically refined general rules be presented.

5. EVALUATION OF LANGUAGE TRAINING

In general the consensus about the language training component in the program was very positive. There were, however, a number of students who preferred more conversation practice and more spontaneous language learning.

Indonesian 112

Of the thirty-three enrolled students six thought that dialogue repetition was overemphasized in class. Others were very positive about drilling, and memorizing. One person expressed distaste for jumping around! Another wanted to use elementary school primers. One wanted more use of pictures; another was very much opposed to that.

Most people favored the team-teaching approach although at least two people said the change of teachers was distracting because of the differences in accents. A few people wanted more skits or more songs but a few other specifically rejected these activities.

There were a number of useful suggestions, including the need for oral quizzes, more reading and writing and topic-oriented conversations. Several students thought that there was too much vocabulary introduced.

Indonesian 212

Of the eighteen students enrolled in Indonesian 212, at least six of them specifically criticized the use of dialogs and drills in class. Many favored an increased use of spontaneous conversation with a stress on pronunciation. A few students were very critical of writing in class as well as going over homework. A few people suggested the use of movies.

A number of students suggested that the second year classes should not be ranked according to skills.

Indonesian 303

The nine students of Indonesian 303 were generally pleased with the oral report system but there was mixed reaction to formal debates. One student disliked teacher exchange. Several suggested slide-shows and films. At least two students requested regular personalized assessments of individual progress.

Javanese 112-212

These classes, totalling 4 students, were very well received. Only one student found anything unbeneficial --

namely the introduction of too much vocabulary. At least two students wanted more reading. One student found class switching distracting.

6. EVALUATION OF COURSE MATERIALS

First year students were overwhelmingly positive about the textbook chosen for the course. All thirty-three students favored the book; some were quite enthusiastic. A few pointed out printing errors and weak translations. Many complained also about the quality of the tapes which accompany the book. Several requested supplementary grammar materials.

A slim majority of the students in second year expressed disapproval of the textbook used in the course. Most expressed strong approval of the supplementary materials used in class.

In third year, most readings were selected from other diverse sources. These were highly approved of. Only a few expressed opinions about the nominal textbook and these were mixed.

The Javanese book was well received in both classes, although the need for supplementary materials was noted.

MID-COURSE EVALUATIONS: INDONESIAN/JAVANESE UNIVERSITY OF HAWAII, JULY 11, 1988.

Student comments.	Teaching staff response.
1. There should be consultation with each student, chances to hear the recordings,etc.	1. Pekan Pedagogi: For the next two weeks staff will meet with each student to review progress and suggest direction of study.
2. Various notes on the strengths and weaknesses of individual teachers.	2. Individual sessions with the program coordinator schedules with each teacher in the next two weeks.
3. Need for more leveling; segregate slow learners; do away with levels; re-divide classes.	3. Problem with levels and placement testing. Temporary repsonse: Duta Puspawarna (visits to other classes).
4. Need for Indonesian films and radio shows, films to demonstrate daily life and humor, beliefs etc of Indonesians	4. Beginning this week: Bioskop Kita, opportunity to view some Indonesian videos.
5. Need for more skits vs. absolute dislike of student skits.	5. Skits or vignettes extracted from the films.
6. Need for more writing, esp. more creative writing, reports, writing in Javanese, essays.	6. A program newspaper: Omong-omong featuring reports on class picnics, original essays, poetry, movie review sports and gossip columns. A Pojok Jawa will be included. Student-run! (In addition to more emphasis on this aspect of language in class and PR.)
7. Need for more Indonesian events, esp. lectures; lectures start too late at night.	7. Beginning this week, the scholarly lecture series: Sinar Nusantara. Lectures by Fulbright scholars and other distinguished visitors. Starts 6:30PM
8. Need for other introductions to Indonesia and its culture.	8. Next week and thenceforth: Pandang Indah, an Indonesian slide show serie time and place will be announced.
9. More teacher variety; good to hear different speakers; Pak Jim should teacher a few classes (vs. some displeasure at rotating teachers).	9. Will attempt some additional switching but not too much; Pak Jim will do some language teaching; tapes of different kinds of Indonesian will be made available in the language lab (Bali, Makassar, Ambon, at least).
10. A field trip; a visit to the fruit market; let's walk around and learn new vocabulary.	10. Certain logistic problems but perhaps some modest on-campus trips: library, art exhibit, bank, post office cafeteria.
11. Need for translating	11. Too advanced and not useful to language learning.
12. Need for more controlled vocabulary, more vocabulary, relevant and specialized vocabulary, integrated vocabulary.	12. Elect Sekertaris Kelas to collate and submit new vocabulary to teacher for inclusion in exercises and for correction. Individual specialists or teams collect terms and again sub for teachers' comments.
13. Too much new vocabualry from guru tamu.	13. Noted and discussed in teacher meeting.

14. Need for more reading; authentic materials; grade school primers; need for more reading homework.	14. Noted and discussed. Gradual increase; primers will be made available.
15. Need for open-ended conversation; more discussion; more practice asking rather than answering; fewer structured debates.	15. Noted and discussed.
16. Need to learn songs and write songs vs. strong distaste for song-learning.	16. Best reserved as a feature of a Malam Seni.
17. Need for regular oral quizzes.	17. Shortage of staff; regular class meetings consist of a series of oral competence 'testing'
18. More pictures!	18. Noted and discussed.
19. Grammar: More organization; more written exercises; more use of analysis of errors in quizzes; cut back on high falootin linguistic argumentation; explanation sheets; hold it earlier in the day; give preassigned readings; answer specific questions. "In terms of grammar competence I'm 5 chapters behind.'	19. Noted!!!

Southeast Asian Studies Summer Institute

University of Hawai'i at Manoa Center for Southeast Asian Studies 1890 East-West Road Moore Hall 416 Honolulu Hawai'i 96822 (808) 948-8543

1988 SEASSI LANGUAGE PROGRAM EVALUATION

The responses you make on this form will remain confidential; the teachers will not see these forms even after the final grades are turned in. The SEASSI language director will read and summarize these evaluations and then pass on relevant information to the teacher(s) concerned. So please be specific, frank, and constructive in your responses. In this way we can improve upon this year's program to provide you and those who follow a better SEASSI program. Mahalo!

PART I

Language studied: _____ Level: _____ Section: _____

Name of teacher(s): _____

_____

Academic status (please check):
( ) Undergraduate
( ) Master's program
( ) Ph.D. program
( ) Other _____

( ) Regular UH student
( ) non-UH student

Registration status (please check): ( ) SEASSI student
( ) non-SEASSI student

I am taking this class as: ( ) an elective ( ) a requirement

Have you ever travelled to a country where the language of this course was spoken? ( ) yes ( ) no

What were your personal goals for taking this class? _____

_____

_____

PART II EVALUATION OF THE TEACHER	Strongly Agree	Agree	Disagree	Strongly Disagree	No Evaluation
1. The teacher came to class well-prepared.	SA	A	D	SD	NE
2. The teacher used class time efficiently.	SA	A	D	SD	NE
3. The course was conducted such that I knew clearly from day to day what was expected of me.	SA	A	D	SD	NE
4. a. I had a clear understanding of the goals of this class (if not, omit b).	SA	A	D	SD	NE
b. These goals were achieved.	SA	A	D	SD	NE
5. The teacher provided the students with enough opportunities to practice the language in class.	SA	A	D	SD	NE
6. The teacher used the language in class as much as possible.	SA	A	D	SD	NE
7. There was sufficient variety in the activities and techniques used.	SA	A	D	SD	NE
8. Audio-visual aids (pictures, objects, etc.) were used appropriately.	SA	A	D	SD	NE
9. The class materials were used in an effective and efficient manner.	SA	A	D	SD	NE
10. Homework and quizzes were corrected and returned promptly.	SA	A	D	SD	NE
11. Homework assignments were relevant and useful.	SA	A	D	SD	NE
12. The teacher provided adequate and helpful feedback on the individual students' progress.	SA	A	D	SD	NE
13. The grading criteria were clear.	SA	A	D	SD	NE
14. The tests reflected what was actually taught.	SA	A	D	SD	NE
15. The teacher graded fairly.	SA	A	D	SD	NE
16. The teacher provided encouragement and was eager to help the students.	SA	A	D	SD	NE

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Evaluatio
17. The teacher had good rapport with the students.	SA	A	D	SD	NE
18. The teacher was flexible enough to make changes when and where necessary.	SA	A	D	SD	NE
19. The course has given me more insight into the behavior and culture of native speakers of the language.	SA	A	D	SD	NE

20. The amount of time and effort required for the homework assignments was:
a. too much
b. enough
c. too little

21. The teacher corrected:
a. too much
b. enough
c. too little

22. The amount of class time used to offer English grammar explanations of grammar was:
a. too much
b. enough
c. too little

23. What teaching techniques or activities used in your class did you find most beneficial? Please be specific and, if you can, include <u>why</u> you think they were beneficial.

24. Can you think of other techniques or activities which might have been beneficial?

25. What activities and techniques did you find least beneficial? Again, please be specific and include <u>why</u> if you can.

26. Please comment on any other aspects of the teaching that were not specifically mentioned above. Mahalo!
(please use the back of this sheet)

PART III EVALUATION OF THE PROGRAM

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Evaluation
27. The class size promoted effective learning.	SA	A	D	SD	NE

28. How many students were in your class? _____

29. Some of the students had one teacher while others had two or more. If you had only one, please skip to question #30. If you had two or more teachers, please answer the following:

a) Having more than one teacher had a beneficial effect on the class.	SA	A	D	SD	NE

b) Please explain why:

30. I feel that I have learned very much during this language program.	SA	A	D	SD	NE

31. In relation to the credit hours received, the amount of work required in this course was:

a. too much
b. appropriate
c. too little

32. Compared to other language courses I have taken, I would rate this course:

a. excellent
b. good
c. average
d. poor

33. Are there any of the following which you would have preferred to see <u>more</u> emphasized? Check one or more.

( ) speaking ( ) listening
( ) reading ( ) writing
( ) grammar ( ) pronunciation

34. Are there any of the following which you would have preferred to see <u>less</u> emphasized? Check one or more.

( ) speaking ( ) listening
( ) reading ( ) writing
( ) grammar ( ) pronunciation

Tapes	Strongly Agree	Agree	Disagree	Strongly Disagree	No Evaluatio
35. The tapes were integrated with the rest of the class work.	SA	A	D	SD	NE
36. The technical quality of the tapes was adequate.	SA	A	D	SD	NE
37. The instructional quality of the tapes was adequate.	SA	A	D	SD	NE

38. What were some specific weaknesses of the tapes?

39. Other comments about the language tapes and/or the language lab.

40. Text(s) - For each textbook you used, please write the name of the textbook and rate it according to the following statements.

a) The text was relevant to my needs. SA A D SD | NE

Name of the text: _____

b) The text was relevant to my needs. SA A D SD | NE

Name of the text: _____

c) The text was relevant to my needs. SA A D SD | NE

Name of the text: _____

41. Other course materials used in the class were relevant to my needs. SA A D SD | NE

42. What comments or recommendations do you have regarding the text(s) and other course materials?

43. Please comment on any aspect of the language program that was not specifically mentioned above. Mahalo!

(continue on back if necessary)

1988 SEASSI Language Program Evaluation (Final) -

Average Responses for Indonesian Languages

Qu #	IN112MT	IN112SD	IN112BS	IN112IF	AVG	IN212FIR	IN212SS	AVG	IN303IF	TotalAVG
1	4.00	3.86	4.00	4.00	3.96	3.50	4.00	3.75	3.57	3.85
2	3.86	3.86	4.00	3.80	3.88	3.22	4.00	3.61	3.71	3.78
3	3.57	3.86	3.63	4.00	3.76	3.44	4.00	3.72	3.43	3.70
4	3.57	3.86	3.75	3.80	3.74	3.22	4.00	3.61	3.14	3.62
4	3.71	3.71	3.75	3.80	3.74	3.00	3.88	3.44	3.00	3.55
5	3.71	4.00	4.00	4.00	3.93	3.78	3.88	3.83	3.29	3.81
6	4.00	4.00	3.88	4.00	3.97	3.89	4.00	3.94	4.00	3.97
7	3.71	3.86	4.00	3.40	3.74	3.33	3.88	3.60	3.43	3.66
8	3.57	3.86	3.75	3.20	3.59	3.00	4.00	3.50	2.40	3.40
9	3.57	3.86	3.75	4.00	3.79	3.00	3.88	3.44	3.29	3.62
10	3.86	4.00	3.75	3.60	3.80	3.17	3.75	3.46	3.43	3.65
11	3.00	4.00	3.63	3.20	3.46	2.83	3.75	3.29	3.43	3.41
12	3.17	3.71	3.88	3.80	3.64	3.06	4.00	3.53	3.00	3.52
13	3.43	3.14	3.25	3.20	3.26	2.56	3.56	3.06	2.71	3.12
14	3.29	4.00	3.38	3.80	3.62	2.94	3.13	3.03	3.29	3.40
15	3.43	3.86	3.71	3.60	3.65	2.71	3.56	3.14	3.50	3.48
16	3.83	4.00	4.00	3.80	3.91	3.50	3.88	3.69	3.71	3.82
17	3.86	4.00	3.88	3.75	3.87	3.22	4.00	3.61	3.71	3.77
18	3.43	4.00	3.63	3.80	3.71	3.56	4.00	3.78	3.71	3.73
19	3.57	4.00	3.86	3.80	3.81	3.50	3.63	3.56	3.83	3.74
27	3.71	4.00	3.14	3.60	3.61	2.14	3.86	3.00	2.00	3.21
29	3.71	3.86	3.38	3.80	3.69	3.67	3.63	3.65	3.17	3.60
30	3.86	4.00	3.63	3.80	3.82	3.61	3.63	3.62	3.50	3.72
35	3.14	3.00	3.14	3.50	3.20	2.71	2.00	2.36		2.92
36	2.14	2.36	2.00	2.50	2.25	1.71	1.57	1.64		2.05
37	2.71	2.43	2.43	2.75	2.58	2.14	1.57	1.86		2.34
40	3.43	3.71	3.00	3.50	3.41	3.00	3.00	3.00	3.29	3.28
40							3.20	3.20		3.20
41	3.14	3.93	3.25	3.50	3.46	3.38	3.75	3.56	3.75	3.53
TotalAVG	3.50	3.74	3.55	3.62	3.60	3.10	3.55	3.33	3.33	3.45
Selct AVG	3.78	3.90	3.89	3.86	3.86	3.48	3.96	3.72	3.51	3.77

1986 SEASSI Language Program Evaluation (Final)

Average responses for Javanese

Qu #	JAV112AW	JAV212DO	AVG
1	4.00	3.00	3.50
2	4.00	3.00	3.50
3	4.00	3.00	3.50
4	4.00	3.00	3.50
4	4.00	3.00	3.50
5	4.00	3.00	3.50
6	4.00	3.00	3.50
7	4.00	3.00	3.50
8	4.00	3.00	3.50
9	4.00	3.00	3.50
10	4.00	3.00	3.50
11	4.00	3.00	3.50
12	3.00	2.00	2.50
13	3.00	2.00	2.50
14	4.00	2.00	3.00
15	4.00	3.00	3.50
16	4.00	4.00	4.00
17	4.00	4.00	4.00
18	4.00	3.00	3.50
19	4.00	4.00	4.00
27	4.00	2.00	3.00
29	3.50	3.00	3.25
30	4.00	3.00	3.50
35	4.00		4.00
36	3.50		3.50
37	4.00		4.00
40	3.00	3.00	3.00
40	4.00		4.00
41	4.00	3.00	3.50
TotalAVG	3.86	2.96	3.47
Selct AVG	4.00	3.00	3.50

1988 SEASSI Language Program Evaluation (Final) -

Average Responses for Burmese, Thai, and Lao

Qu #	BurJO	BurST	BurKH	AVG	Th112KC	Th212KW	Th303SS	AVG	Lao112	Lao212	AVG
1	3.86	3.20	3.50	3.52	4.00	4.00	4.00	4.00	4.00	3.00	3.50
2	3.88	3.20	3.50	3.53	3.43	3.60	3.33	3.45	4.00	3.00	3.50
3	3.88	3.00	3.13	3.33	3.50	3.40	3.00	3.30	4.00	3.00	3.50
4	3.75	3.00	3.43	3.39	3.33	3.20	3.00	3.18	4.00	3.00	3.50
4	3.75	3.20	3.43	3.46	3.00	3.60	3.00	3.20	4.00	3.00	3.50
5	3.86	3.40	3.38	3.54	3.71	4.00	3.33	3.68	4.00	3.00	3.50
6	3.33	3.50	3.13	3.32	3.86	4.00	4.00	3.95	4.00	3.00	3.50
7	3.63	2.67	3.17	3.15	3.71	3.60	3.00	3.44	4.00	3.00	3.50
8	3.63	3.00	4.00	3.54	3.57	3.80	3.33	3.57	4.00	3.00	3.50
9	3.75	3.00	3.29	3.35	3.57	3.60	3.33	3.50	4.00	3.00	3.50
10	3.88	3.83	3.40	3.70	4.00	4.00	3.00	3.67	4.00		4.00
11	3.75	3.50	3.50	3.58	3.57	3.60	3.00	3.39	4.00		4.00
12	3.75	3.67	3.14	3.52	3.71	3.80	3.00	3.50	4.00	3.00	3.50
13	3.38	3.40	3.60	3.46	3.83	3.00	3.00	3.28	4.00	3.00	3.50
14	3.75	3.33	3.60	3.56	3.71	3.60	3.00	3.44	4.00	3.00	3.50
15	3.75	3.60	3.60	3.65	3.83	4.00	4.00	3.94	4.00	3.00	3.50
16	3.75	3.60	3.57	3.64	3.71	4.00	3.33	3.68	4.00	3.00	3.50
17	3.75	4.00	4.00	3.92	3.71	3.80	3.00	3.50	4.00	4.00	4.00
18	3.88	3.00	3.00	3.29	3.71	4.00	3.00	3.57	4.00	4.00	4.00
19	3.75	3.50	3.50	3.58	3.57	3.60	3.33	3.50	4.00	3.00	3.50
27	3.43			3.43	3.14	3.80	3.67	3.54	4.00	4.00	4.00
29	3.57			3.57	4.00			4.00	4.00	3.00	3.50
30	3.57			3.57	3.43	4.00	3.33	3.59	4.00	3.00	3.50
35	3.33			3.33	3.00		1.50	2.25			
36	3.14			3.14	2.83		3.00	2.92			
37	3.14			3.14	3.00		3.00	3.00			
40	4.00			4.00	3.14		2.00	2.57	4.00		4.00
40	3.00			3.00			3.00	3.00	4.00		4.00
40	2.50			2.50					4.00		4.00
41	3.50			3.50	3.57	3.80		3.69	4.00	3.00	3.50
TotalAVG	3.60	3.33	3.44	3.44	3.54	3.73	3.13	3.42	4.00	3.14	3.65
SelctAVG	3.74	3.14	3.32	3.40	3.65	3.69	3.38	3.57	4.00	3.00	3.50

1988 SEASSI Language Program Evaluation (Final) -

Average responses for Hmong, Khmer, and Vietnamese

Qu #	HM112MR	HM112LV	AVG	KH112CS	HKH112VS	BKH212ST	AVG	VT112HHT	VT112SOH	VT212BKV	VT303HHT	AVG
1	3.20	3.20	3.20	2.67	3.88	2.10	2.88	3.40	3.00	3.80	3.00	3.30
2	3.40	3.00	3.20	2.83	3.50	2.10	2.81	3.00	2.00	3.17	2.60	2.69
3	3.00	2.80	2.90	3.17	3.88	2.40	3.15	2.80	2.80	2.00	1.40	2.25
4	3.80	3.60	3.70	3.17	3.13	3.00	3.10	3.00	3.00	2.00	1.60	2.40
4	3.40	3.50	3.45	3.17	3.60	3.00	3.26	3.00	2.60	2.00	2.00	2.65
5	2.60	2.60	2.60	3.50	3.50	2.00	3.00	2.60	2.60	2.33	1.80	2.33
6	2.60	2.60	2.60	2.50	3.50	3.60	3.20	2.40	2.00	3.83	3.80	3.01
7	3.60	3.40	3.50	3.00	3.38	1.20	2.53	2.20	2.40	2.83	1.20	2.16
8	3.40	3.60	3.50	3.17	3.38	1.25	2.60	2.00	2.00	2.67	2.33	2.25
9	3.40	3.40	3.40	2.83	3.13	1.75	2.57	2.80	2.60	2.67	2.00	2.52
10	3.60	3.60	3.60	3.50	4.00	3.60	3.70	3.33	3.80	3.00	1.40	2.88
11	3.60	3.60	3.60	3.17	3.50	3.33	3.33	3.33	2.88	2.83	2.00	2.76
12	3.20	3.20	3.20	3.50	2.88	2.60	2.99	3.40	3.00	2.67	2.25	2.83
13	3.20	3.00	3.10	3.00	3.13	2.50	2.88	3.00	2.80	1.67	1.40	2.22
14	3.60	3.60	3.60	3.50	4.00	2.75	3.42	3.50	3.40	2.58	1.80	2.82
15	3.60	3.60	3.60	3.50	3.29	2.75	3.18	4.00	3.40	2.58		
16	3.30	3.40	3.60	3.33	3.38	3.00	3.24	3.60	3.80	4.00	2.63	3.51
17	3.40	3.20	3.30	3.33	3.38	3.40	3.37	3.20	2.60	3.60	2.60	3.00
18	3.60	3.00	3.30	3.20	3.25	3.00	3.15	3.00	3.60	2.83	1.33	2.69
19	3.60	3.60	3.60	3.50	3.38	3.25	3.38	3.60	3.40	2.83	2.80	3.16
27	3.60	3.60	3.60	3.00	3.00	3.80	3.27		3.00	1.50	3.00	2.50
29	3.75	3.75	3.75						3.40	3.50	1.67	2.86
30	3.80	3.80	3.80	3.67	3.75	2.90	3.44		3.60	2.80	2.00	2.80
35	3.20	3.20	3.20	3.33	3.75	2.40	3.16		2.80	2.20	1.00	2.00
36	3.40	3.40	3.40	3.17	3.25	1.75	2.72		3.25	2.75	1.00	2.33
37	3.20	3.20	3.20	3.00	3.13	3.00	3.04		3.20	1.80	1.00	2.00
40	3.20	3.20	3.20	3.00	2.56		2.78		3.10	2.00	2.00	2.37
40	3.60	3.60	3.60	3.20	3.33		3.27					
40	4.00	4.00	4.00									
41	3.40	3.40	3.40	3.5	3.25	3.00	3.25		3.50	3.00	3.00	3.17
TotalAVG	3.43	3.36	3.39	3.19	3.39	2.67	3.09	3.06	2.98	2.73	2.02	2.65
SelctAVG	3.17	3.03	3.10	2.98	3.54	2.34	2.95	2.77	2.54	2.85	2.20	2.59

1988 SEASSI Language Program Evaluation (Final) -
Average Responses for Phillipine Languages

Qu #	Tag112EP	Tag212NC	Tag212TR	Tag303NC	AVG	Ilo112PE	Ilo112JC	AVG	Ceb112CG
1	3.67	3.50	4.00	2.67	3.46	3.33	4.00	3.67	4.00
2	3.33	3.50	4.00	2.67	3.38	3.67	3.67	3.67	3.00
3	3.08	3.75	4.00	3.00	3.46	3.67	3.67	3.67	3.00
4	3.00	3.75	4.00	2.67	3.35	3.33	3.33	3.33	4.00
4	3.17	3.67	4.00	3.00	3.46	4.00	4.00	4.00	4.00
5	3.17	3.75	4.00	3.00	3.48	4.00	4.00	4.00	4.00
6	2.67	3.75	4.00	2.67	3.27	3.67	3.67	3.67	4.00
7	3.67	3.50	4.00	3.00	3.54	4.00	3.67	3.83	4.00
8	3.00	3.75	4.00	2.00	3.19	3.67	3.67	3.67	3.00
9	3.60	3.75	4.00	2.67	3.50	3.67	3.67	3.67	4.00
10	3.83	3.75	4.00	3.00	3.65	4.00	3.67	3.83	4.00
11	3.33	3.75	4.00	3.00	3.52	3.67	3.67	3.67	4.00
12	3.67	3.75	4.00	3.00	3.60	4.00	4.00	4.00	4.00
13	3.00	3.75	4.00	2.67	3.35	3.33	3.33	3.33	3.00
14	3.50	3.75	4.00	3.33	3.65	3.67	3.67	3.67	4.00
15	3.17	3.75	4.00	3.00	3.48	3.33	3.67	3.50	4.00
16	3.67	3.75	4.00	3.33	3.69	4.00	4.00	4.00	4.00
17	3.50	3.75	4.00	3.33	3.65	4.00	4.00	4.00	4.00
18	3.33	3.75	4.00	3.33	3.60	3.33	3.67	3.50	4.00
19	3.33	3.75	4.00	3.67	3.69	3.67	3.67	3.67	4.00
27	3.50	3.75	4.00	3.67	3.73	4.00	4.00	4.00	4.00
29		3.75	3.75		3.75	4.00	4.00	4.00	
30	3.20	4.00	4.00	3.00	3.55	4.00	4.00	4.00	4.00
35	2.50	3.75	3.75	2.00	3.00	3.00	3.00	3.00	
36	2.80	3.50	3.50	1.50	2.83	3.00	3.00	3.00	
37	2.50	3.50	3.50	2.00	2.88	3.00	3.00	3.00	
40	3.25	4.00	4.00	2.33	3.40	3.33	3.33	3.33	2.00
40	3.50			4.00	3.75				
41	3.00	3.67	3.67	3.00	3.33	3.33	3.33	3.33	4.00
TotalAVG	3.25	3.72	3.93	2.88	3.45	3.63	3.65	3.64	3.75
SelctAVG	3.23	3.64	4.00	2.81	3.42	3.67	3.71	3.69	3.71

Appendix G

RANKINGS OF LANGUAGES BY TOTAL AND SELECTED AVERAGES

Scale: 4 (highest) - 1 (lowest)

	LANGUAGE	TOTALAVG		LANGUAGE	SELCTAVG*
1.	JAVANESE 112	3.86	1.	JAVANESE 112	4.00
2.	TAGALOG 212	3.82	2.	INDONESIAN 112	3.86
3.	THAI 212	3.73	3.	TAGALOG 212	3.82
4.	ILOKANO 112	3.64	4.	BURMESE 112	3.74
5.	BURMESE 112	3.60	5.	INDONESIAN 212	3.72
	INDONESIAN 112	3.60			
6.	THAI 112	3.54	6.	ILOKANO 112	3.69
				THAI 212	3.69
7.	BURMESE 303	3.44	7.	THAI 112	3.65
8.	HMONG 112	3.39	8.	INDONESIAN 303	3.51
9.	BURMESE 212	3.33	9.	THAI 303	3.38
	INDONESIAN 212	3.33			
	INDONESIAN 303	3.33			
10.	KHMER 112	3.29	10.	BURMESE 303	3.32
11.	TAGALOG 112	3.25	11.	KHMER 112	3.26
12.	THAI 303	3.13	12.	TAGALOG 112	3.23
13.	VIETNAMESE 112	3.02	13.	BURMESE 212	3.14
14.	TAGALOG 303	2.88	14.	HMONG 112	3.10
15.	VIETNAMESE 212	2.73	15.	TAGALOG 303	2.81
16.	KHMER 212	2.67	16.	VIETNAMESE 112	2.65
17.	VIETNAMESE 303	2.02	18.	KHMER 212	2.34
			20.	VIETNAMESE 303	2.20

*Selected Teacher Related Questions (see next page.)

ONE (1) STUDENT CLASSES:

LANGUAGE	TOTALAVG	LANGUAGE	SELCTAVG*
1. LAO 112	4.00	1. LAO 112	4.00
2. CEBUANO 112	3.75	2. CEBUANO 112	3.71
3. LAO 212	3.14	3. LAO 212	3.00
4. JAVANESE 212	2.96	4. JAVANESE	3.00

*SELECTED TEACHER RELATED QUESTIONS:

1. The teacher came to class well-prepared.
2. The teacher used class time efficiently.
3. The course was conducted such that I knew clearly from day to day what was expected of me.
4. a. I had a clear understanding of the goals of this class.
5. The teacher provided the students with enough opportunities to practice the language in class.
6. The teacher used the language in class as much as possible.
7. There was sufficient variety in the activities and techniques used.

Appendix H

BOOKS USED AND THEIR RATINGS

(H-High; M-Mixed; L-Low)

Burmese	112	(H)	First Steps in Burmese (Okell)
		(M)	Beginning Burmese (Coryn/Roys)
		(M)	Burmese for Travellers (Okell)
Burmese	212		none listed
Burmese	303		none listed
Cebuano	112	(L)	Cebuano for Beginners (Bunye and Yap)
Hmong	112	(M)	White Hmong Language Lessons (Whitlock)
		(M)	White Hmong Dialogues (Strecker, et. al.)
Ilokano	112	(M)	Let's Speak Ilokano (Espiritu)
Indonesian	112	(M)	Beg. Indo. Through Self- Instruction (Wolff)
Indonesian	212	(L)	Indonesian Self-Instruction (Wolff)
		(M)	Formal Indonesian (1 section) (Wolff)
Indonesian	303	(M)	Formal Indonesian (Wolff)
Javanese	112	(M)	Javanese: A Cultural Approach (Keeler)
		(H)	Javanese Literature since Independence
Khmer	112	(L)	Modern Spoken Cambodian (Huffman)
		(M)	Cambodian System of Writing (1 section) (Huffman)
		(M)	Huffman Beg. Reading and Writing (1 sect.) (Huffman)

Khmer	212		"many texts" none listed
Lao	112	(H)	The Lao Writing System
Tagalog	112	(M)	Conversational Tagalog (Ramos)
		(M)	Tagalog for Beginners (Ramos)
Tagalog	212	(H)	Intermediate Tagalog (Ramos)
Tagalog	303	(M)	Advanced Tagalog Reader (Ramos)
Thai	112	(M)	The Red Book (U.S. Peace Corps)
Thai	212	--	Fundamentals of the Thai Language
Thai	303	(L)	Thai Reader
Vietnamese	112	(M)	Introductory Vietnamese (Quinn)
Vietnamese	212	(L)	Intermediate Colloquial Spoken Vietnamese (Nguyen Long Nh Thuy)
Vietnamese	303	(L)	Advanced Text (DLI)

DRAFT

PLEASE DO NOT CITE WITHOUT PERMISSION!

INTERIM REPORT SEASSI PROFICIENCY EXAMINATION DEVELOPMENT PROJECT

TERESITA RAMOS
J.D. BROWN
UNIVERSITY OF HAWAII AT MANOA

The purpose of this report is to summarize the progress to date on the design, production and validation of the SEASSI Proficiency Examinations (SEASSIPE). From the outset, the goal of this project was to develop overall language proficiency examinations in each of five languages taught in the SEASSI: Indonesian, Khmer, Tagalog, Thai and Vietnamese. The ultimate objective of these tests was to assess the grammatical, communicative and strategic competencies of students studying these languages in order to gauge their overall proficiency in the languages. It was decided early the tests should be designed to test all of the levels of language ability that are described in the ACTFL Proficiency Guidelines from "novice" to "advanced-plus" for speaking and listening (see Appendix B).

The central research questions at this stage of test development are as follows:

1) How are the scores distributed for each pilot subtest of the proficiency battery for each language and how can the distributions be improved for norm-referenced interpretations in the revised versions?
2) To what degree are the subtests parallel across languages?
3) To what degree are the subtests reliable? How can that reliability be improved in the revised versions?

4) To what degree are the subtests valid for purposes of testing overall proficiency in these languages?
5) To what degree is the strategy used here generalizable to test development projects for other languages?

METHOD

A test development project like this has many facets. In order to facilitate the description and explanation of the project, this METHOD section will be organized into a description of the subjects used for norming the tests, a description of the materials involved in the testing and an explanation of the procedures followed in developing and administering the tests

Subjects

The 101 students involved in this test development project were all students in the SEASSI program at the University of Hawaii at Manoa. They were enrolled in 100 level (45.5%), 200 level (32.7%) and 300 level (21.8%) language courses in Indonesian (n = 26), Khmer (n = 21), Tagalog (n = 14), Thai (n = 17) and Vietnamese (n = 23). There were 48 females (47.5%) and 53 males (52.5%). The vast majority of these students were native speakers of English (80.7%), though there were speakers of other languages who participated (19.3%).

In general, all of the groups in this study were intact classes. To some degree the participation of the students depended on the cooperation of their teachers. Since that cooperation was not universal, the samples in this project can only be viewed as typical of volunteer groups drawn from a summer intensive language study situation

like that in SEASSI. All future results can be brought in line with accepted research practice and the standards for test development of the APA, AERA and NCME only with full cooperation from the SEASSI teachers and/or random sampling of classes.

Materials

There were two test batteries employed in this test development project. The test of focus was the SEASSIPE. However, the Modern Language Aptitude Test (MLAT), developed by Carroll and Sapon (1959), was also administered. Each will be described in turn.

Description of the SEASSIPE. The SEASSIPE battery for each language consists of four subtests: multiple-choice listening, interview procedure, cloze test and dictation. The multiple-choice listening subtest presents the students with aural statements or questions in the target and they are then asked what they would say (given four responses to choose from). The interview procedure presents the students numerous questions in the target language at various levels of difficulty. They are required to respond in the target language. Their responses are rated on a 0 - 6 scale for accent, grammar, vocabulary, fluency and comprehension. The cloze test is based on a 450 word passage (of approximately 7th grade reading level) in the target language with an every 13th word deletion pattern for a total of 30 blanks. The dictation consists of a fifty word passage (of approximately 7th grade reading level) in the target language. The passage is read three times (once at normal rate of speech, then again with pauses at the end of

logical phrases, and finally, again at normal rate). Each word that is morphologically correct is scored as a right answer.

As mentioned above, these four subtests were developed for each of five languages taught in the SEASSI. To the degree that it was possible, they were made parallel across languages so that, for instance, a score of 80 on the picture interview procedure for Tagalog would be approximately the same as a score of 80 for Thai. To investigate the degree to which the tests are approximately equivalent across languages, the Modern Language Aptitude Test was administered at the beginning of instruction so that the results could be used to control for initial differences in language aptitude among the language groups.

The SEASSI tests are all considered experimental. Hence the results of this first pilot project are being used primarily to improve the tests and the examination procedures being employed. The scores were nevertheless reported back to the teachers to help in instructing and grading the students. However, the teachers were not required, in any way, to use the results and the results were NOT used to judge the effectiveness of instruction. Teachers' input was solicited and used at all points in the test development process. Without those teachers who cooperated, this project would not exist. We owe them many thanks!

Description of the MLAT. The short version of the MLAT was also administered in this study. This means that only the last three of the five subtests were administered as prescribed for the short version by the original authors. These three subtests are called "spelling clues," "words in sentences" and "paired associates."

The MLAT was included to control for differences in language learning aptitude across the five language groups and thereby will help in establishing the equivalency of the five tests. The MLAT is a well-known language aptitude test. It was designed to predict performance in foreign language classrooms. The results were kept confidential and did not affect the students' grades in any way. The scores and national percentile rankings were reported individually to the students with the caution that such scores represent one type of information about their "aptitude" for learning foreign languages. It was made clear that the MLAT does not measure achievement in a specific language. The group scores, coded under anonymous student numbers, have been used only to make general observations, comparisons, and correlations.

Procedures

The overall plan for this project is proceeding on schedule in four main stages and a number of smaller steps.

Stage one: Design. The tests were designed during June 1988 at the University of Hawaii at Manoa by J.D. Brown, Charles Lockhart and Teresita Ramos with the cooperation of teachers of the five languages involved (both at UHM and in SEASSI). J.D. Brown and T. Ramos were responsible for producing a prototype of each of the four subtests written and described in English. In July 1988, T. Ramos then took primary responsibility for coordinating the translation and back translation of these prototypes into each of the five languages. J.D. Brown took primary responsibility for test design, administration and analysis.

Stage two: Production. The actual production of the tapes, booklets, answer sheets, scoring protocols and proctor instructions took place during the last week of July 1988 and the tests were actually administered in SEASSI classes on August 5, 1988. This stage was the responsibility of T. Ramos and SHAPS.

Stage three: Validation. The on-going validation process involved the collection and organization of the August 5th data, as well as teacher ratings of the students' proficiency on the interview. Item analysis, descriptive statistics, correlational analysis and feedback from the teachers and students are all being used to revise the four subtests with the goal of improving them in terms of central tendency, dispersion, reliability and validity. The actual revisions and production of new versions of the tests will take place in Spring 1989. This stage will be the primary responsibility of J.D. Brown with the help and cooperation of T. Ramos and the SEASSI teachers.

Stage four: Final product. Revised versions of these tests will be administered again in the 1989 SEASSI. Based on these data, the students' MLAT scores and the teachers' ACTFL Proficiency ratings of the students' target language proficiency, a manual will be produced which provides not only directions for administering the tests but also discussion of the test development and norming procedures. This discussion will focus on the value of these new measures as indirect tests of ACTFL Proficiency levels. The manual will also comply with the standards set by AERA, APA and NCME in Standards for Educational and Psychological Testing (1985) insofar as is possible. This manual will primarily be the responsibility of J.D. Brown.

RESULTS

Summary descriptive statistics are presented in Table 1 for the pilot versions of the four subtests for each of the five languages. Notice that, for each subtest, there is considerable variation across languages in the magnitude of the means and standard deviations. Two factors will affect these results in future versions of the tests. First, the item selection and revision processes will tend to level out such differences in the revised versions of the tests. Second, analysis of covariance (ANCOVA) will be conducted to analyze these differences while they are controlled with pre-existing group differences in overall language aptitude as a covariate. The ANCOVA study will not be completed until January 1, 1989.

TABLE 1: SEASSIPE SUBTEST DESCRIPTIVE STATISTICS BY LANGUAGE

	INDONESIAN		KHMER		TAGALOG		THAI		VIETNAMESE	
SUBTEST	MEAN	STD	MEAN	STD	MEAN	STD	MEAN	STD	MEAN	STD
LISTENING	22.55	4.14	17.95	5.12	20.00	6.75	13.36	5.61	17.87	5.25
ORAL INTV	5.80	1.77	6.05	1.87	4.92	1.61	5.62	1.39	5.14	1.96
DICTATION	37.67	8.12	35.60	5.59	33.83	10.96	17.38	9.86	29.67	12.35
CLOZE TST	13.52	4.97	9.00	4.06	12.23	5.75	16.50	3.07	15.64	6.57

The reliability estimates reported in Table 2 are based on the Kuder-Richardson formulas 20 and 21. They are therefore labeled K-R20 and K-R21, respectively. These reliability statistics tentatively indicate that most of the pilot tests produce reasonably consistent

results when administered to the population of SEASSI students. The revision process will of course help to improve the test reliability either in terms of producing higher reliability indices or equally high estimates, but for shorter versions. Several subtests appear to warrant special attention in this regard. The Tagalog and Thai dictations, as well as the Thai cloze test should be carefully examined to determine whether the magnitudes of the three error variance components are due primarily to qualities of the tests themselves or to restrictions in the range of abilities among the students -- especially since n sizes of as little as 8 and no more than 17 are involved for the Thai subtests.

It will also be important in the validation process next summer to design the testing such that interrater or intrarater reliabilities can be determined for the oral interview procedure.

TABLE 2: SEASSIPE SUBTEST RELIABILITY BY LANGUAGE

	INDONESIAN		KHMER		TAGALOG		THAI		VIETNAMESE	
SUBTEST	K-R20	K-R21	K-R20	K-R21	K-R20	K-R21	K-R20	K-R21	K-R20	K-R21
LISTENING	.78	.63	.78	.72	.91	.86	.85	.78	.82	.74
ORAL INTV	*	NA	*	NA	*	NA	*	NA	*	NA
DICTATION	NA	.80	NA	.89	NA	.51	NA	.50	NA	.75
CLOZE TST	*	.72	*	.64	*	.81	*	.22	*	.86

* Not yet calculated.

Intercorrelations between the SEASSIPE subtests were calculated using the Pearson product-moment correlation coefficient for each language. In most cases, they indicate a surprisingly high degree of

relationship between the subtests. The one apparent exception is the set of correlations found for Thai. It is important to note that they are based on tests with low reliability and that they cannot be construed as statistically significant at any acceptable alpha level. They must therefore be interpreted as correlation coefficients that probably occurred by chance alone, or simply as correlations of 0.

TABLE 3: SEASSIPE SUBTEST INTERCORRELATIONS BY LANGUAGE

	INDONESIAN			KHMER			TAGALOG			THAI			VIETNAMESE		
SUBTEST*	L	O	D	L	O	D	L	O	D	L	O	D	L	O	D
ORAL INTV	.54			.64			.83			.26			.65		
DICTATION	.60	.78		.68	.46		.92	.83		-.12	.42		.54	.62	
CLOZE TST	.57	.79	.82	.80	.37	.14	.63	.55	.67	-.24	.20	.94	.73	.75	.67

*L = LISTENING; O = ORAL INTV; D = CLOZE TST

DISCUSSION

The results indicate an overall pattern of relatively consistent score variation for the four languages other than Thai*. This would seem to justify full completion of this project at least for those four languages. The tests should be revised and improved with the help of

* The largest single road block to continuing the development of the Thai tests is the small sample sizes involved. If it is not possible to gather more complete data on Thai in SEASSI 1989, it is recommended that the Thai tests be abandoned. It is far more professional and responsible to do a decent job of test development on the tests for the remaining four languages.

the teachers involved in the 1989 SEASSI. The resulting tests stand a good chance of proving reasonably reliable and arguably valid, as well as comparable across the four languages. The final versions of the tests (along with the manual) can then be passed on to future SEASSIs at other sites and used with some confidence here at UHM to test the overall proficiency of students studying Indonesian, Khmer, Tagalog and Vietnamese.

Appendix J

LIST OF FACULTY

Coordinators:

Language Director: Dr. Teresita V. Ramos
Indonesian Coordinator: Dr. James Collins
Burmese Coordinator: Dr. John Okell
Thai Coordinator: Dr. D. Haigh Roop
Vietnamese Coordinator: Dr. Stephen O'Harrow

Faculty:

Burmese

Dr. John Okell (112) Coordinator
U Shway Thwin (212)
U Kyaw Hlaing (303)

Cebuano

Dr. Crescencia Chan-Gonzaga (112)*

Homong

Dr. Martha Ratliff (112)
Lyfu Vang (112)

Indonesia

Dr. James Collins (Coordinator)
Sri Dahana (112)*
Erlin Suciadi (112)
Amelia Tjendra (112)
Suharni Soemarno (212)
Firdaus (212)
Ismet Fanany (112; 303)

Ilokano

Prescila Espiritu (112)
Josie Clausen (112)

Javanese

Amrih Widodo (112)*
Dr. Dede Oetomo (212)*

Khmer

Chhany Sak-Humphry (112)
Vanny Sak Bun (112)
Sina Than (212)

Lao

Dr. Lertdow Sayankona (112)*
Deth Soulatha (212)

Tagalog

Dr. Teresita Ramos (212) Director
Dr. Emy Pascasio (112)*
Dr. Nelly Cubar (212; 303)*

Thai

Dr. Kannikar Chinachote (112)
Kruamas Woodtikarn (212)*
Saranwanee Sukhumvada (303)*

Vietnamese

Dr. Stephen O'Harrow (112)
(Coordinator)
Bui Khac Viet (212)
Ho Hai Thuy (303)

*Fulbright-Scholar-in-Residence